

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

National Resource Centers and Foreign Language and Area Studies Fellowships

CFDA # 84.015A

PR/Award # P015A180065

Grants.gov Tracking#: GRANT12659172

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180065

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/22/2018

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Trustees of Indiana University

* b. Employer/Taxpayer Identification Number (EIN/TIN):

356001673

* c. Organizational DUNS:

0060467000000

d. Address:

* Street1:

509 E. 3rd Street

Street2:

* City:

Bloomington

County/Parish:

Monroe

* State:

IN: Indiana

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

47405-1105

e. Organizational Unit:

Department Name:

CGC

Division Name:

SGIS

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Mr.

* First Name:

Steven

Middle Name:

Allen

* Last Name:

Martin

Suffix:

Title: Associate VP for Research Administration

Organizational Affiliation:

Indiana University

* Telephone Number:

812-855-0516

Fax Number:

812-855-9943

* Email:

rugs@indiana.edu

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

* 12. Funding Opportunity Number:

ED-GRANTS-052518-001

* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

13. Competition Identification Number:

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Title VI: Indiana University Center for the Study of Global Change National Resource Center Program and Foreign Language and Area Studies Fellowship Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

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17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="551,898.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="551,898.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Trustees of Indiana University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	73,064.00	88,856.00	95,519.00	85,068.00		342,507.00
2. Fringe Benefits	14,541.00	23,572.00	24,844.00	25,037.00		87,994.00
3. Travel	21,528.00	19,436.00	20,028.00	19,436.00		80,428.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	15,550.00	15,550.00	10,550.00	10,550.00		52,200.00
6. Contractual	6,700.00	6,700.00	6,700.00	6,700.00		26,800.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	113,337.00	87,255.00	84,387.00	95,196.00		380,175.00
9. Total Direct Costs (lines 1-8)	244,720.00	241,369.00	242,028.00	241,987.00		970,104.00
10. Indirect Costs*	19,178.00	18,910.00	18,962.00	18,815.00		75,865.00
11. Training Stipends	288,000.00	288,000.00	288,000.00	288,000.00		1,152,000.00
12. Total Costs (lines 9-11)	551,898.00	548,279.00	548,990.00	548,802.00		2,197,969.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2015 To: 06/30/2019 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): Department of Health and Human Services

The Indirect Cost Rate is 32.00 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

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Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
Trustees of Indiana University	

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00		0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00		0.00
3. Travel	0.00	0.00	0.00	0.00		0.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	0.00	0.00	0.00	0.00		0.00
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	0.00	0.00	0.00	0.00		0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00		0.00
10. Indirect Costs	0.00	0.00	0.00	0.00		0.00
11. Training Stipends	0.00	0.00	0.00	0.00		0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00		0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Dorie Mayfield	Associate VP for Research Administration
APPLICANT ORGANIZATION	DATE SUBMITTED
Trustees of Indiana University	06/22/2018

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="N/A"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text" value="IN: Indiana"/> Zip <input type="text" value="N/A"/> Congressional District, if known: <input type="text" value="N/A"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="N/A"/>	7. * Federal Program Name/Description: <input type="text" value="National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr"/> CFDA Number, if applicable: <input type="text" value="84.015"/>	
8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text" value="2,197,969.00"/>	
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text" value="IN: Indiana"/> Zip <input type="text" value="N/A"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text" value="IN: Indiana"/> Zip <input type="text" value="N/A"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="Dorie Mayfield"/> * Name: Prefix <input type="text" value="Mr."/> * First Name <input type="text" value="Steven"/> Middle Name <input type="text" value="Allen"/> * Last Name <input type="text" value="Martin"/> Suffix <input type="text"/> Title: <input type="text" value="Associate VP for Research Administration"/> Telephone No.: <input type="text" value="812-855-0516"/> Date: <input type="text" value="06/22/2018"/>		
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NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1237-CGC_GEPA_final.pdf

Add Attachment

Delete Attachment

View Attachment

Plan for Ensuring Equity of Access and Participation in Grant Activities General Education Provisions Act (GEPA) Section 427

The fundamental principles of academic freedom, equality of opportunity, and human dignity are at the core of Indiana University's mission. These values are embodied in the university's firm commitment to provide a learning and working environment that is free from invidious discrimination in all its forms. These principles extend across all the University's practices and programs and to its engagement with the American society as a whole.

Indiana University Bloomington is a culturally rich and ethnically diverse campus, which strives to be fully inclusive with all faculty, staff, students, and visitors. Furthermore, IU Bloomington not only received an award in 2017 for excellence in diversity from the National Association of Diversity Officers in Higher Education, but also was honored for the third year in a row with the Higher Education Excellence in Diversity Award.

Support for a diverse faculty and student climate is diligently advocated through the numerous program offerings, offices and services available to the University community. The Office of Diversity, Equity, and Multicultural Affairs oversees a vast range of university-wide programs, services, and activities for underrepresented students, faculty, and staff. These programs include the Hudson & Holland Scholars Program, which recruits and supports high-achieving students from underrepresented populations, and the Groups Scholars Program, which supports, retains, and increases the graduation rates of first-generation, low-income, and disabled students. The Faculty and Staff for Student Excellence Mentoring Program provides faculty, staff, and peer mentors for students from underrepresented minorities. The Office of Mentoring Services and Leadership Development supports the personal, academic, social, cultural, leadership, and professional development of students, with special emphasis in working on behalf of underrepresented or minority populations. Disability Services for Students specializes in assisting students with physical, learning, and temporary disabilities, including resources for veterans with service-connected disabilities. ADA@IU ensures that all aspects of Indiana University provide equal access to students, faculty, and staff with or without disabilities in compliance with the Americans with Disabilities Act (ADA). In compliance with the ADA, all Indiana University programs and facilities are accessible to the disabled, and the university provides alternative accommodations for students and staff as needed. Gender-inclusive bathrooms are available in all Residence Halls, prayer rooms are available for Muslim students and staff, and lactation rooms are available for nursing mothers. IU offers training workshops on Diversity in the Workplace, which is required for all administrators and supervisors, Americans with Disabilities (ADA) Compliance Issues, Equal Opportunity Employment and Affirmative Action, and Preventing Sexual Harassment. The campus works diligently to live up to its mission by creating a fully accessible and non-discriminatory environment for learning and working.

The Center for the Study of Global Change (CGC) adheres to these principles and makes every effort to assure equal access to and participation in its programs by all persons regardless of arbitrary and discriminatory considerations of age, color, disability, ethnicity, gender, marital status, national origin, race, religion, sexual orientation, or veteran status. The CGC is proud to be housed in the new Global and International Studies Building, which is fully handicapped accessible, and the Center's website is designed to be ADA compliant. Many of the outreach projects described in this application will serve traditionally underserved populations, and FLAS award selection is free from discriminatory bias. Programmatic and employment advertising and marketing includes information to assure accessibility for, and the diversity of, participants and applicants.

We proactively strive to maximize inclusivity by complying with the following practices:

1. All individuals who would like to participate in the CGC events will not be turned away from attendance for any economic reason, nor for any other reason that would relate to the six types of barriers that could obstruct access to our programming.
2. All programming will be respectful of issues of gender, race, national origins, color, disability, or age in order to meet the needs of all audience members.
3. Specific needs of attendees at events will be accommodated through visual, auditory, and physical needs.
4. Timely notification of events will be updated and available to all various interested community to enable participation in our endeavors on a regular basis.
5. The CGC will also host events outside of campus to reach other communities in Indiana and with MSI partners out-of-state for a broader audience.

The CGC and Indiana University are committed to diversity in all aspects. As reaffirmed by the Bloomington Faculty Council's Statement on Diversity in 2017:

"Diversity is a central component of our academic mission at Indiana University Bloomington; our teaching, learning, scholarship, research, and creativity are immeasurably enriched by students, faculty, and staff with diverse experiences. We at Indiana University Bloomington understand diversity as the experiences, values, practices, and worldviews stemming from varied cultures and circumstances (including, but not limited to, those from historically underrepresented groups). Furthermore, in our educational mission to enrich understandings of community, citizenship, nationhood, and global relationships, we also believe it is important to recognize and remedy historic imbalances in allocation of resources to teaching, research, service, and campus culture. In doing so, we strive to teach our students to value the inclusion of people from groups that experience discrimination and underrepresentation and, ultimately, to respect, explore, and celebrate differences. This endeavor prepares our students to participate in national and global communities that require them to embrace and understand differences in order to foster fruitful relationships. Indiana University Bloomington's educational mission and its status as an international institution mandate the centrality of diversity to our campus."

IU has reinforced these values by implementing the following policies with procedures to ensure the protection of all members of the University community:

ACA-32, Academic Freedom: Academic freedom, accompanied by responsibility, attaches to all aspects of a teacher's and librarian's professional conduct. The teacher and librarian shall have full freedom of investigation, subject to adequate fulfillment of other academic duties. No limitation shall be placed upon the teacher's and librarian's freedom of exposition of the subject in the classroom, or library, or on the expression of it outside. The teacher or librarian should recognize that a professional position in the community involves the obligation to be accurate, to exercise appropriate restraint, and to show respect for the right of others to express their views.

ACA-59, Accommodation for Religious Observances: IU respects the right of all students to observe their religious holidays. Accordingly, course directors are to make reasonable accommodation, upon request, for such observances. It is the responsibility of the students involved to notify their course directors in a timely manner concerning their need for such accommodation.

UA-02, Americans with Disabilities Act (ADA) Policy: The Americans with Disabilities Act (ADA), the Indiana Civil Rights Act, and Indiana University policy prohibit discrimination in employment and educational programs against qualified individuals with disabilities. University websites must be accessible so that students, prospective students, employees, guests and visitors with disabilities have equivalent access to the information and functionality provided to individuals without disabilities. It is the policy of Indiana University to provide reasonable accommodations or academic adjustments when

necessary. These accommodations and adjustments must be made in a timely manner and on an individualized and flexible basis.

UA-07, Anti-Trafficking Policy: Indiana University has a zero tolerance policy on trafficking in persons. Forms of trafficking includes the recruitment, harboring, transportation, provision, or obtaining of a person for labor or services, through the use of force, fraud, or coercion, for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery. It also includes sex trafficking in which a commercial sex act is induced by force, fraud, or coercion, or in which the person induced to perform such act has not attained 18 years of age.

ACA-33, Code of Academic Ethics: The central functions of an academic community are learning, teaching, and scholarship. They must be characterized by reasoned discourse, intellectual honesty, mutual respect, and openness to constructive change. By accepting membership in this community, an individual neither surrenders rights nor escapes fundamental responsibilities as a citizen, but acquires additional rights as well as responsibilities to the entire University community. They do not require the individual to be passive and silent. They do require recognition of how easily an academic community can be violated.

HR-08-10, Compliance Training (Joint procedure effort among the offices of Affirmative Action, University Human Resources, Office of Insurance, Loss Control & Claims, and Environmental Health and Safety): The goal of compliance training is to ensure that all Indiana University employees are afforded the protection of employment laws, regulations, and policies, and in so doing, ensure fairness and equality in the workplace.

UA-01, Non-Discrimination/Equal Opportunity/Affirmative Action: Indiana University pledges itself to continue its commitment (policy first established in 1969) to the achievement of equal opportunity within the University and throughout American society as a whole. In this regard, Indiana University will recruit, hire, promote, educate, and provide services to persons based upon their individual qualifications. Indiana University prohibits discrimination based on arbitrary considerations of such characteristics as age, color, disability, ethnicity, sex, gender identity, marital status, national origin, race, religion, sexual orientation, or veteran status.

HR-11-50, Provisions for Lactating Mothers: The policy provisions are to support mothers who want to express breast milk at work. This policy is also intended to comply with a related Indiana Code. Departments are to provide a location, to the extent reasonably possible, where an employee can express breast milk in private. Departments are to ensure, to the extent reasonably possible, the availability of cold storage space.

UA-03, Sex Misconduct: Indiana University prohibits discrimination on the basis of sex or gender in its educational programs and activities. Discrimination on the basis of sex or gender is also prohibited by federal laws, including Title VII and Title IX. This policy governs the University's response to discrimination based on sex or gender, and all forms of sexual misconduct (which includes sexual harassment, sexual assault, other forms of sexual violence, dating violence, domestic violence, sexual exploitation and stalking. Such behaviors are against the law and are unacceptable behaviors under Indiana University policy.

HR-02-130, Statement on Fair Treatment in the Workplace (CWA, Local 7430): The Indiana University administration, all employees, and the CWA pledge to promote a work environment based on mutual trust and respect for the dignity of every member of the university community. As a community, we are committed to opposing and constraining behavior that detracts from the ability of each employee to perform at his/her highest level and to fulfill the educational mission of the university.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Trustees of Indiana University

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. * First Name: Steven Middle Name: Allen
* Last Name: Martin Suffix:
* Title: Associate VP for Research Administration

* SIGNATURE: Dorie Mayfield

* DATE: 06/22/2018

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr .	Hilary		Kahn	

Address:

Street1:	355 N. Jordan Avenue
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County:	Monroe
State:	IN: Indiana
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Country:	USA: UNITED STATES

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812-856-5523	812-855-6660

Email Address:

hkahn@iu.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

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ABSTRACT

For nearly three decades, the Indiana University (IU) Center for the Study of Global Change (CGC) has been advancing high-quality and innovative approaches to global learning and world language instruction; promoting the critical understanding of global phenomena through superior interdisciplinary research; and comprehensively internationalizing schools and institutions of higher education. Central to the international foundation of IU and now a cornerstone of the School of Global and International Studies (SGIS), CGC works with various stakeholders on and off campus to expand access to global learning and research, world language instruction, and global competencies. At IU, CGC has access to extensive resources, including undergraduate and graduate degrees in International and Global Studies, 125 faculty engaged in global teaching and research, instruction in over 50 modern world languages, more than 715 international and global courses offered in multiple departments and professional schools, and a library system with materials in 438 languages. Utilizing these resources and its unparalleled experience in outreach to K-12 schools and institutions of higher education, and by intentionally designing its programs for success and sustainability, CGC is poised to be a highly successful and effective U.S. Department of Education Title VI National Resource Center. Funding will enable CGC to have greater impact, move in new directions, achieve its project goals, and directly advance the stated priorities of the Title VI NRC Programs.

CGC has four project goals for the next four years:

1. Promote and improve global studies, global teaching and learning, and global career readiness at Indiana University, including the School of Education and other professional schools
2. Support global teaching, learning, and workforce skills within higher education institutions, especially minority serving institutions and community colleges, through outreach and collaborative activities
3. Advance and diversify access to global teaching, learning, and workforce skills within K-12 schools and the public through outreach and collaborative activities
4. Advance and diversify access to high-quality and proficiency-based world language instruction, especially in the less commonly taught languages

CGC is proposing 14 FLAS languages:

Arabic, Chinese, Hindi, Japanese, Korean, Pashto, Persian, Portuguese, Russian, Swahili, Turkish, Urdu, Uyghur, and Zulu.

Guided by the project goals, and with the 14 FLAS languages proposed and a FLAS selection process that prioritizes financial need, **Absolute Priorities 1 and 2, Competitive Preference Priorities 1 and 2, and FLAS Competitive Preference Priorities 1 and 2 will be met and strongly advanced** through a series of high-quality and sustainable programs and initiatives. Whether it is responding to national needs, training teachers, developing innovative pedagogy, advancing high-quality world language instruction, fostering global workforce skills, or supporting research on critical global issues, CGC will have impact on IU, the state, and the nation.

Global Employability Project: CGC will systematically strengthen the Indiana workforce by 1) developing a statewide certificate for Global Workforce Skills at Ivy Tech Community College;

2) internationalizing Indiana's Career and Technical Education high school programs; and 3) advancing global career preparation at IU. Partnering with the Indiana Department of Education and Indiana's statewide community college system (as well as other IU area studies centers and CIBER) this project will prepare Indiana's workforce and students for careers in a diverse world.

Sustaining Internationalization: CGC will develop curricular, research, and training opportunities in global sustainable development. With financial support from SGIS and the Tobias Center for Innovation in International Development, and with involvement of IU faculty, the School of Education, and the Office of Sustainability, CGC will hire a post-doctoral fellow to 1) support research and teaching interests in international development and global sustainability at IU, 2) develop curricular resources for K-12 classrooms around the UN Sustainable Development Goals (SDGs), and 3) help train the next generation of international development practitioners through mentoring and a conference on teaching development studies.

School of Education Collaborations: CGC will partner with the School of Education, SGIS, and other IU area studies centers to support a Director of Global Education Initiatives, who will lead teacher training workshops on global teaching, SDGs for internationalized classrooms, and proficiency-based language instruction. This collaboration will advance Indiana's Certificate of Multilingual Proficiency, an award that designates that a student has attained an intermediate high level of world language proficiency on their high school transcript. In partnership with the School of Education, CGC will also develop a Global Competency Certificate for IU undergraduate students in all departments and professional schools.

Global Research and Curriculum: CGC will support interdisciplinary research on timely global topics including Global Environmental Communication and Policy; Displaced Persons and Environmental Refugees; International Development; Global Science, Technology and Infrastructure; Literacy, Language, and Culture Education; and Law of the Sea. Conferences will draw on faculty in many departments and professional schools, as well as IU resources such as the Global Gateways. CGC will also support new Language Across the Curriculum courses in Turkish, Chinese, Portuguese, Russian, and Arabic, support LCTL instruction in areas of national need at SGIS's esteemed Summer Language Workshop, and develop new courses around Transnational Understandings of Civil Rights, Indiana and the World, and a Preventing Human Trafficking Practicum, among other new courses.

Innovative Outreach: CGC will develop *Access Global*, a digital platform that will allow SGIS and IU faculty and students to disseminate scholarship and stories about contemporary world issues, careers, and world languages and will house new K-16 curriculum. IU faculty and students will also contribute ideas, stories, and research to Muslim Voices, another online discussion forum that provides diverse perspectives about Islam in a global context. The Indiana Global Road Show will explore connections between global and local issues through a series of informal town hall meetings between faculty and community members, students, business and civic leaders, and government officials throughout the state. Human Rights and the Arts will be a theme throughout outreach, such as in a major exhibit on refugees to be held in Indianapolis and the K-12 curriculum development project about Global Understanding of Genocide.

Internationalization at Universities and Colleges: CGC has deep expertise in this area and will thus support multiple institutions, particularly community colleges and MSIs, in their internationalization efforts. With its annual Institute for Curriculum and Campus Internationalization, and focused initiatives with Ivy Tech Community College, Indiana State University, Navajo Technical University, and the U.S. Army Command and General Staff College, CGC will advance global learning at universities and colleges across the nation.

Project Narrative File(s)

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- A. Curriculum Vitae
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- C. Course List
- D. Performance Measure Form
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A. PROGRAM PLANNING AND BUDGET

The Indiana University (IU) Center for the Study of Global Change (CGC) has been critical to IU's long-standing commitment to international and global studies. Having developed IU's first International Studies undergraduate degrees and administering the only PhD degree in Global Studies, CGC is the university's principal site for global learning, teaching, and research. Now a cornerstone of the School of Global and International Studies (SGIS), CGC directly serves faculty and students in the Department of International Studies (INTL) and is a primary resource for global learning and research across the campus, state, and nation. CGC will leverage its experience and stakeholders to not only advance global learning and language instruction but to improve access and equity so increasing numbers of diverse learners, including those from rural areas and schools, can gain needed language skills and global competencies.

Table A.1: CGC Project Goals

1. Promote and improve global studies, global teaching and learning, and global career readiness at Indiana University, including the School of Education and other professional schools
2. Support global teaching, learning, and workforce skills within higher education institutions, especially minority serving institutions and community colleges, through outreach and collaborative activities
3. Advance and diversify access to global teaching, learning, and workforce skills within K-12 schools and the public through outreach and collaborative activities
4. Advance and diversify access to high-quality and proficiency-based world language instruction, especially in the less commonly taught languages

A.1. High-Quality Activities and Relation to Purpose of NRC Program: CGC's proposed activities fulfill needs of schools, employers, students, and faculty at IU and across Indiana (IN) and the nation and directly support the Title VI NRC absolute and competitive priorities.

Global Employability Project (CGC Goals 1, 2, 3, AP1, AP2, CPP1): According to a 2014 AAC&U survey, employers nationwide are increasingly seeking employees with global knowledge and intercultural skills, and another 2016 IBRC report shows that 60% of IN businesses believe that staff with international expertise have positive impacts on sales. Whether IN citizens will work in one of the state's over 900 foreign-owned businesses or work in manufacturing, the auto industry, farming, government, or pharmaceuticals, they will need global

competencies, intercultural communication skills, and the ability to work collectively across diverse cultures and perspectives. The Global Employability Project will strengthen the IN workforce by integrating global skills and competencies in the state curricula of Ivy Tech Community College (IVY) and Career and Technical Education (CTE) high school programs. The impact of this initiative is significant. IVY is the largest single-accredited community college system in the country, serving nearly 160,000 students across IN. Over 50% of IN high school students take CTE courses and 80% of CTE graduates transition into a postsecondary program, the military, or the workforce. With assistance of a Global Employability Coordinator, CGC and IVY will develop a global workforce skills course, internationalize existing courses, and seek approval from the IN Commission for Higher Education for a new Global Skills Workforce Certificate, designed to be a stand-alone certificate and a “stepping stone” toward a technical certificate and/or an associate degree. CTE high school teachers will attend global teaching workshops where they will design Employability Skills curriculum around global competencies. CGC will further global career skills at IU by supporting the Global Leaders and Professionals Program, developing a Global Competency Certificate, hosting the Global Service and Peace Corp Prep Certificate, and by bringing faculty from the U.S. Army Command and General Staff College to IUB to discuss careers and global issues from a military perspective.

Sustaining Internationalization (CGC Goals 1, 2, 3, AP2, CPP2): International development and sustainability are critical national and global issues, as well as being research and teaching priorities for INTL faculty. IN K-12 schools have a similar interest in using sustainability as a platform for global learning. With financial support from SGIS and the IU Tobias Center for Innovation in International Development, founded by former administrator of the U.S Agency for International Development Randall L. Tobias, and with involvement of INTL faculty, the proposed Sustaining Internationalization Project merges these needs. CGC will hire a post-

doctoral fellow to advance research and teaching interests in international development and sustainability at IU and to develop curricular resources for K-12 classrooms. The post-doc will mentor UG and MA students and teach two new courses in INTL on the UN Sustainable Development Goals (SDGs) and international issues of development, providing new and high-demand curricular opportunities for IU students. CGC and the post-doc will work with the School of Education's (SOE) Director of Global Education Initiatives to develop curricular materials for IN K-12 schools about SDGs. Lastly, CGC and the post-doctoral fellow will work with the IU Sustainability Office in Year 2 to foster more global sustainability curriculum with the Sustainability Faculty Community of Practice and will contribute to an interdisciplinary conference in Year 4 on Teaching Development Studies.

Interdisciplinary Global Research and Curriculum (CGC Goal 1, AP1): CGC supports interdisciplinary research that is faculty-driven, has practical and global application, and will serve students with curricular and co-curricular opportunities to engage with critical global issues. Over the next four years, CGC will work with faculty in the Media School, INTL, Anthropology, Law, History, Sociology, Business, SOE, and Geography to support conferences, working groups, and a speaker series on Global Environmental Communication and Policy; Law of the Sea; Displaced Persons and Environmental Refugees; International Development; Global Science, Technology, and Infrastructure; and Literacy, Language, and Culture Education. Conferences will produce policy briefs, books, and other publications that will enhance the impact of these scholarly conversations, and IU students will have opportunities to meet with visiting experts. Courses to be developed include Preventing Human Trafficking; Sustainable Development; Global Competency; Indiana in the World; and Transnational Understandings of Civil Rights, a course that compares and contrasts civil rights in South Africa and the U.S. in partnership with the University of Pretoria. Faculty will apply for curriculum development funds

to design global courses or enhance existing ones, with priorities on timely global issues, interactive technology, and innovative and collaborative approaches for teaching globally.

Enhancing K-12 Language Learning (CGC Goal 4, AP2, CPP2): The IN Dept. of Education's (IDOE) 2014 State of Global Learning report revealed that 85% of IN public school educators consider the study of world languages important, and IDOE Dual Language Immersion Specialist Nicole Leach emphasizes the growing need for the state to improve its quality of language instruction. The Director of Global Ed. Initiatives, a collaboration with SGIS and SOE, will work with the IDOE and CGC to create a stronger infrastructure for proficiency-based language instruction across the state. A specific goal of this partnership is to advance IN's Certificate of Multilingual Proficiency, an award made by a participating school that designates on a student's transcript that they have attained an intermediate high level of world language proficiency, sufficient for meaningful use in college and career. By administering proficiency-based language instruction workshops across the state, providing funds to pay for student proficiency testing, and promoting the Certificate more aggressively, CGC will foster higher quality instruction and get more IN students eligible and tested for the Certificate. Lastly, CGC will support training in standards-based teaching for the IU Honors Program in Foreign Languages, an immersive study abroad program for high school students.

Strengthening Language Curriculum at IU and in Higher Education (CGC Goal 4, CPP1, FLCPP2): CGC aims to strengthen performance-based language training for postsecondary language instructors by requesting funds for 1) a 2-week standards-based in-person workshop for LCTL instructors and 2) to develop online training modules for instructors new to intensive, standards-based instruction for IU's renowned Summer Language Workshop (SLW). The in-person workshop, administered in partnership with the National African Language Resource Center (NALRC) will provide LCTL instructors from postsecondary institutions, including MSIs

and community colleges, with proficiency-based pedagogical training. The online modules will be self-paced and will be completed under the supervision of SLW personnel, on subjects such as backwards course design in standards-based planning, effective scaffolding for a flipped classroom, student-centered classroom management techniques, best practices in vocabulary management, and advancing student proficiency in intensive settings. These modules, developed with SLW and the Center for Language Technology (CELT), will dramatically increase the time available for pre-arrival faculty training, a perennial problem in summer intensive programs, and will ensure consistently superior summer language instruction in LCTLs. Once completed, modules can be adapted as sustainment tools in support of other proposed K-12 and postsecondary pedagogical training. Providing in-depth training to SLW and other instructors will raise the overall quality of language instruction and will greatly expand the pool of professionally trained instructors of high-priority but rarely-taught languages and increase the national capacity to provide instruction for languages of national need on short notice, which CGC is requesting funds to do at SLW in Years 3 and 4. Further, CGC will strengthen language learning opportunities at IU by supporting Language Across the Curriculum (LAC) one-credit discussion “trailer” courses. These LAC courses, which provide credit-bearing opportunities to discuss global issues and area studies in target languages, will be offered in Chinese, Portuguese, Russian, Arabic, and Turkish and will be add-ons to courses in INTL, Central Eurasian Studies, East Asian Languages and Cultures, and Near Eastern Languages and Cultures.

Global Competency Certificate (CGC Goal 1, AP2, CPP2): Among other teacher training activities (see Table A.2), the Director of Global Ed. Initiatives will work with CGC to develop a Global Competency Certificate for all IUB students. This Certificate involves a collaboration between SOE and SGIS and would represent a new and important foundation for global learning, pre-service teacher training, and global career preparation at IU. CGC will utilize Title VI funds

to develop a Global Competency course, which will be a core course for this certificate.

Access Global (Goals 1, 2, 3, 4, AP2, CPP2): For maximum significance, sustainability, and national impact, CGC recognizes the need for new approaches to outreach and will thus work with the SGIS-funded International Education Outreach Administrator to develop and advance the use of *Access Global*. This new digital educational platform will be a key component to interface with the public and educators and will allow SGIS and IU faculty and students to disseminate scholarship and stories about contemporary world issues, careers, and world languages. Content will include blog pieces, current news, issue briefs, and short videos of faculty and students (particularly students who study languages and have studied overseas) and will provide insight into global issues, competencies, and careers. K-12 teachers will be trained at workshops to integrate *Access Global* content into classroom settings by the SOE's Director of Global Ed. Initiatives. Schools and educators in the Indiana Rural School Network will be priority recipients of this teacher training. K-16 curriculum developed over the four years, such as on SDGs, Global Employability Skills, and Genocide, will also be housed on this platform.

Muslim Voices (CGC Goal 1, 3, AP1): According to a recent Pew Survey, 70% of Americans have never met a Muslim person. CGC's Muslim Voices project will offer information and transnational understanding about Islam and Muslim communities in an accessible format. IU faculty and graduate students will contribute stories and research to this interactive online discussion forum that will provide diverse perspectives, current news, research, personal experiences, and blog pieces about Islam and Muslim communities in a global context.

Curriculum and Campus Internationalization (CGC Goal 2, CPP1): The 2016 ACE Mapping Internationalization survey reveals that only 25% of surveyed institutions have access to professional development around curriculum internationalization. CGC will respond to this need by supporting institutions, particularly community colleges and MSIs, in their

internationalization efforts. CGC's expertise in this area is unparalleled, and its Institute for Curriculum and Campus Internationalization (ICCI) relies on faculty and national experts to provide professional development about campus internationalization and global learning to faculty and staff from across the country.

CGC will partner with Navajo Technical University (NTU), Indiana State University (ISU), and IVY (discussed above) to advance curriculum internationalization at these institutions, which are, respectively, a Tribal College, an MSI, and a community college. Since NTU faculty first attended ICCI in 2015, NTU has been developing a unique Indigenous approach to global learning where global perspectives and skills are defined by Indigenous communities. NTU is seeking support from CGC and partners to provide annual professional development workshops (at NTU and ICCI) for faculty and for staff of their new Center for Excellence in Teaching and Learning as they internationalize their general education curriculum and develop two new degrees: an UG degree in Global Indigenous Studies and a PhD in Global Indigenous Education. CGC will also provide NTU faculty with opportunities to meet with indigenous communities from around the world, such as at the Smithsonian Folklife Festival, which will help NTU faculty develop content for the new global degrees. The work with ISU will involve annual professional development workshops for faculty and sustained consultation to advance curriculum internationalization and global experiential learning.

IN Global Road Show (CGC Goal 3, AP1): To connect communities in IN with IU faculty and with the greater world, CGC will host the IN Global Road Show, which will explore global and local issues through a series of informal town hall meetings between faculty and community members, students, business and civic leaders, and government officials, particularly in rural areas of the state. The Mayor of Kokomo has agreed to host the first Road Show in 18-19. Global issues to be discussed include immigration, climate change, human trafficking, and any other

global issue with local relevance that host communities want to explore with faculty experts. The new IU Center for Rural Engagement will help promote this opportunity in South Central IN.

Global Arts and Human Rights (CGC Goal 3): CGC is committed to using art as a means to learn about global issues and conflict, for example by developing K-12 curriculum on Global Understanding of Genocide with specialists from the Holocaust museum in Houston. CGC will also support the teaching of global conflict through art and culture at the Balfour Pre-College Summer Academy, for high-achieving underrepresented minority high school students. Title VI funds will support a major art exhibit in Indianapolis, involving a glass installation by artist Laura Donefer and photography by Charlotte Schmitz, on refugees and displacement, in partnership with Deep Arts (Rochester, NY), IUPUI, IU Borns Jewish Studies Program, and the Jewish Federation of Greater Indianapolis, and in conjunction with International Holocaust Remembrance Day. Year 3 will involve an exhibit of Schmitz's refugee photography series, *Take me to Germany*, at the Mathers Museum for IUB and the greater Bloomington community.

A.2. Development Plan: Table A.2 outlines CGC's proposed activities and their implementation plans over the 4 years. Also included are the requested funds over 4 years and partners.

Table A.2 Development Plans		Y1	Y2	Y3	Y4
Budget	Program Components (and Partners)	D = Develop √ = Implement			
Global Employability Project: The Global Employability Project strengthens the IN workforce by integrating global skills and competencies across the technical education and career pipeline of IN (IVY, IDOE, CTE Programs, CIBER, Hoosier Hills CTE Program, and SGIS Area Studies Centers)					
\$90,307	Develop and Promote Global Workforce Skills Certificate at IVY	D	D	√	√
	Annual summer workshops for CTE Educators to integrate global competencies into Employability Skills curriculum	√	√	√	√
	Present at annual CTE Counselors Conferences about Global Skills	√	√	√	√
	Internationalizing Career and College Pathway Fairs, Year 1 at Hoosier Hills	√	√	√	√
	Produce videos about the career benefits of languages proficiency and global competencies; videos will be shared on the Access Global website	D	√	√	√
	Global Careers at IU: Global Leaders and Professionals Program Speakers	√	√	√	√
Sustaining Internationalizing Project: This project is about global sustainability and international development and includes hiring a post-doc; will impact the IU campus, K-12 IN schools, and the nation (Tobias Center for Innovation in International Development, SOE, IU Office of Sustainability, and SGIS)					

Table A.2 Development Plans		Y1	Y2	Y3	Y4
Budget	Program Components (and Partners)	D = Develop √ = Implement			
\$129,311	Sustainable Development Courses at IU: post-doc will develop and teach two courses; other courses developed through Sustainability Community of Practice in 2020		√	√	√
	Development of SDG curricular modules for high schools, which will be made available on Access Global website for nation-wide impact		√	√	√
	K-12 Teacher Workshops on SDG Curriculum		D	√	√
	Research Support and Mentoring of UG and MA Students		√	√	√
	Teaching Development Studies Conference				√
<i>Director of Global Education is a joint appointment between the SGIS and SOE, which will develop and deliver multiple statewide initiatives to enhance global learning and language proficiency across K-12 schools in Indiana and the IU SOE (SOE, SGIS, IDOE, and SGIS Area Studies Centers)</i>					
\$72,520	Global Badges: The director will develop a Global Educator Badge for SOE pre-service teachers and will work with the IDOE to develop and implement a Global School Badge for K-12 schools	D	D	√	√
	Global Competency Certificate: The director will work with CGC, SGIS, and SOE to develop a certificate and core course for undergraduates across campus to help them prepare for global careers	D	√	√	√
	Principals' Academy: The director will provide professional development around global learning to principals in primarily rural areas of Indiana	√	√	√	√
	Language Learning in IN: Proficiency-based pedagogy workshops and improved access to IN's Certificate of Multilingual Proficiency	√	√	√	√
	K-12 Area Studies and Global Issues Workshops for Social Studies Teachers	√	√	√	√
	Global Literacy: The director will use picture books from various world regions to help K-6 language arts teachers become more globally competent	√	√	√	√
	Access Global Website: The director will provide teachers with training on integrating new online content and videos for global teaching and learning	D	√	√	√
<i>Global Studies Curriculum Development and Enhancement at IU: CGC will support curriculum development to develop new global courses and enhance global studies across campus; priority for courses that use innovative pedagogies, make global/local connections, and explore timely global issues</i>					
\$55,400	Transnational Understandings of Civil Rights (Alex Lichtenstein, History): IU course and study away experience comparing South African and American understandings of civil rights in collaboration with University of Pretoria faculty	√			
	Indiana and the World (Sarah Bauerle Danzman, INTL)		√		
	Preventing Human Trafficking Practicum (Deborah Getz, Public Health)	√	√	√	√
	Global Sustainability and SDGs (INTL and other Schools/Disciplines)		√	√	√
	Global Competency Course for Certificate (SOE and SGIS)	D	√	√	√
<i>Global Studies Research: CGC is dedicated to support IUB faculty and student research in interdisciplinary global studies; these proposed colloquia, working groups, speaker series, and conferences support faculty from multiple schools and departments and emphasize interdisciplinary and practical solutions to global issues</i>					
\$55,292	Displaced Persons Working Group and IU Berlin Gateway Workshop on Environmental Refugees (African Studies and European Studies)	√	√	√	√
	Framing the Global: Edited volume on new approaches to global studies based on conference presentations (Mellon Foundation and IU Press)	√	√		
	Global Environmental Communication and Policy Conference (in Washington DC, organized by the Media School)	√	√		
	Global Science, Technology, and Infrastructure Speaker Series		√	√	

Table A.2 Development Plans		Y1	Y2	Y3	Y4
Budget	Program Components (and Partners)	D = Develop √ = Implement			
	International Conference on Literacy, Language, and Culture Education (organized by SOE)	√			
	Law of the Sea Policy Conference at Leiden University (in the Netherlands)	√			
	Teaching Development Studies Conference (Tobias Center)				√
<i>Additional Programs for Expanding and Diversifying Global Studies, LCTL Language Learning, and Global Career Preparation at IU and SGIS</i>					
\$3,000	U.S. Army Command and General Staff College (CGSC) Faculty Exchange: CGSC faculty will conduct workshops for IU ROTC and other students on the global issues from a military perspective (CSME, REEI)	√	√	√	√
CGC Resources	Internationalizing the Balfour Scholars Fellow Program through global programing throughout the academic year	√	√	√	√
\$21,322	Languages Across the Curriculum (LAC): CGC will support the teaching of one-credit language courses in Chinese, Arabic, Turkish, and Russian	√	√	√	√
\$20,320	The Summer Language Workshop: CGC will develop online pedagogical standards-based modules for Workshop instructors in Years 1 and 2 and support new LCTL intensive offerings in Years 3 and 4 (CELT)	√	√	√	√
\$28,000	Faculty Travel grants will support international travel to enhance global research and/or be used to internationalize classrooms and curriculum	√	√	√	√
\$24,000	Global Studies Positioning Series: Speaker series on global issues from diverse perspectives	√	√	√	√
\$20,000	Library acquisitions to support global and international studies collections	√	√	√	√
<i>Additional Programs to Support Internationalization of Higher Education, specifically at MSIs and Community Colleges</i>					
\$6,672	Indiana State University: Professional development workshops and consultation on curriculum internationalization	D	√	√	√
\$24,174	Navajo Technical University: Internationalization of general education and new BA and PhD degrees on global indigenous studies (CSME, CLACS)	√	√	√	√
\$8,000	Language Pedagogy Workshops: CGC will support an annual summer 2-week workshop for LCTL instructors based on standard-based approaches to language instruction (NALRC)	√	√	√	√
\$3,000	U.S. Army Command and General Staff College: IU Faculty Exchange to provide area and global understanding on critical issues (CSME, REEI)	√	√	√	√
\$18,000	The Institute for Curriculum and Campus Internationalization (ICCI) assists higher education institutions (especially MSIs and community colleges) to internationalize campuses, programs, curriculum, and courses (SGIS Area Studies Centers, CIBER, CITL, OVPIA, ACE, and AAC&U)	√	√	√	√
<i>Additional Programs Proposed to Expand and Diversify Access to Global Studies and Language Learning through Outreach to K-12</i>					
\$26,000	Balfour Pre-College Summer Academy: Integrates global perspectives into a summer academy to prepare underrepresented minority high school students for college success, involves training of in- and pre-service teachers (CSME)	√	√	√	√
\$12,000	Bridges: Children, Language, World provides language instruction to young learners in community settings, while also offering professional development opportunities for IU LCTL students (SOE, SGIS Area Studies Centers)	√	√	√	√
\$16,000	Access Global: CGC will develop a web platform where teachers, students, and the public have access to current issues and educational content to promote language learning, global, and international understanding	D	√	√	√

Table A.2 Development Plans		Y1	Y2	Y3	Y4
Budget	Program Components (and Partners)	D = Develop √ = Implement			
\$9,500	Global Grants: CGC will annually support the local school foundation to provide global grants to local K-12 teachers in support of global learning and language instruction; FMCCS matches CGC contributions	√	√	√	√
\$8,000	Global Understanding of Genocide: Will develop curriculum about genocide for K-12 teachers, to be available on the Access Global Website (CSME)	√	√	√	√
\$9,200	IU Honors Program in Foreign Languages: Professional development for in-service teachers to lead immersive high school overseas language programs	√	√	√	√
\$8,778	LCTL Proficiency Testing Support: Reimbursements for LCTL proficiency testing fees to support IN high school students obtaining Certificates of Multilingual Proficiency (IDOE, SOE)		√	√	√
\$12,087	Internationalizing K-12 Education in the Navajo Nation: CGC will provide teacher training workshops for K-12 teachers from the Navajo Nation, using art to teach about global issues (CSME)	√	√	√	√
<i>Additional Proposed Programs to Advance and Diversify Global Education Outreach to the Public, Media, Government, and Business</i>					
\$6,000	Art and Refugees: CGC will host art and photography exhibits that explore refugees, the holocaust, and global displacement. Year 1 in Indianapolis and Year 3 in Bloomington (IUPUI, Ostrom Grants Program)	√		√	
\$8,076	Indiana Global Road Show: A series of town hall meetings between faculty and community members throughout the state about timely global issues	√	√	√	√
\$9,000	Muslim Voices: This website will provide content about Islam and Muslims in a global context; teachers will have access to podcasts and videos	√	√	√	√
\$5,200	Lotus Festival Global Education and Lotus Blossoms: CGC will support the Global Education Pavilion, provide orientation and instruction to 150-200 high school students, and lead international activities at Lotus World Bazaar	√	√	√	√
\$8,000	Doing Business Globally Workshops on practical and current international topics for the business community (CIBER, U.S. Dept. of Commerce, Intl. Trade Administration, U.S. Commercial Service, IN District Export Council, the Global Chamber, and the Indianapolis Chamber of Commerce)	√	√	√	√
CGC Resources	Internationalization Collaborative Across Bloomington: Local outreach that includes a speaker series with Meadowood Retirement Community and other requests from organizations for global speakers	√	√	√	√

Effective Use of Resources and Personnel: Proposed projects will be implemented and sustained by a half-time CGC Director, a full-time CGC Assistant Director, a full-time International Education Outreach Administrator, and one half-time graduate assistant (GA), all who are fully funded by SGIS. For further program support, Title VI funds will contribute, in part, to salaries of a full-time Grant and Program Manager, a half-time GA, a 29-hour/week Global Employability Coordinator, a Postdoctoral Fellow in International Issues in Sustainable Development, the full-time SOE Director of Global Ed. Initiatives, and the half-time Bridges

Coordinator. The Quality of Staff section, and above Table A.2 and Budget, have more on how resources are allocated to achieve proposed objectives.

A.3. Reasonable Costs: CGC is proposing high-quality and sustainable activities that will have significant impact at IU, in Indiana, and across the nation. Due to strong institutional commitment and because it can leverage many partnerships at IU and beyond, CGC is able to keep costs low and impact high. The many collaborations with SGIS area studies centers are particularly advantageous for keeping costs reasonable, as are the new and efficient collaborative structures available for SGIS units in the new building. Table A.2 and Budget contain a full review of activities, funds requested, and partners.

A.4. Long-term Impact: All proposed CGC initiatives have significant impact. Curricular impact at IU includes the establishment of new global courses, a global competency certificate available to all students, a global badge program for SOE students, and the establishment of one-credit language discussion sections for disciplinary and INTL content courses. The Sustaining Internationalization Project is specifically designed to strengthen the curricular infrastructure at IU and to train future generations of development practitioners, whether a graduate or UG student in SGIS or a professional school. CGC's Preventing Human Trafficking Practicum will provide active learning opportunities for IUB graduate students to gain transferrable skills as they create online curriculum to help combat human trafficking.

Language pedagogical workshops and the development of online modules for SLW will greatly strengthen LCTL instruction at IU and elsewhere for years to come. CGC will also have sustained impact by strengthening career services at IU through its Global Employability Project, which prepares UGs for global careers. Muslim Voices will be established as an opportunity for IU graduate students to produce public scholarship on issues about Islam and Muslims in a global context. The support of global studies library acquisitions will broadly support UG,

graduate, and professional training programs at IU through new collections, journal subscriptions, and databases. All UG, graduate, and professional students are encouraged to attend CGC's proposed research colloquia, speaker series, and conferences, which contribute to a foundation of interdisciplinary global learning at IU by providing high-quality discussions with diverse groups of scholars and practitioners, around critical global issues. The impact of CGC's proposed activities on UG, graduate, and professional training programs at non-IU institutions, such as at IVY, NTU, and ISU, is equally profound, with new degrees, internationalized general education requirements, and global courses that will transform learning at these institutions.

B. QUALITY OF STAFF RESOURCES

B.1. Faculty and Professional Staff Qualifications: Due to its commitment to collaboration and diversity of perspectives, CGC draws upon the expertise of faculty and staff from across the IU campus. Consistent with its effort to work with professional schools, 33% of CGC affiliated faculty are from Business, Education, Informatics, Law, Media, Public and Environmental Affairs, Public Health, and Social Work. CGC faculty are distinguished in their fields, publishing widely, serving on boards of journals and professional associations, and sharing a commitment to global teaching, research, and student advising (see CVs). CGC staff, comprised of a permanent director, two full-time professional staff members, and part-time personnel, all have experience in implementing and managing large-scale grant projects.

Hilary E. Kahn, a cultural anthropologist who is nationally known for her work in curriculum internationalization and Global Studies, has been the Director of CGC since 2011. Dr. Kahn is Assistant Dean for International Education and Global Initiatives in SGIS, faculty in INTL, and the Director of the PhD Minor in Global Studies. She publishes widely on global learning and research and was the President of the Association of International Education Administrators from 2017-2018. **Elizabeth Konwest** is CGC's Assistant Director and has a

background in international education, outreach, and archaeology. As the CGC Outreach Coordinator, she administers the annual Institute for Curriculum and Campus Internationalization (ICCI) and supervises a variety of CGC's academic and outreach initiatives.

Teresa Nichols is CGC's Grant and Program Manager and brings a background in scholarship of teaching and learning, curriculum development, international development studies, and social science research. She is responsible for reporting as well as project facilitation and FLAS coordination. CGC is supported by a full-time Global Studies Librarian, **Charmaine Henriques**, and a Language Consultant, **Nader Morkus**, who is an Assistant Professor in the Near Eastern Languages and Cultures and directs the Arabic Flagship and Arabic Language Program. He assists in defining selection standards for FLAS fellowships, reviews applications, and contributes to CGC's approach to language pedagogy, instruction, and assessment.

Professional Development and Overseas Opportunities for Faculty and Staff: For professional development, CGC staff attend national conferences and acquire or improve needed technical skills through regular IU trainings on topics such as Survey Research Using Qualtrics and Web Content Management Systems. IU also offers a wide variety of professional development training relating to financial administration and use of technology for research, teaching, and administration. CGC regularly collaborates with the Center for Innovative Teaching and Learning, which in 2016 provided 107 workshops and consulted with 1672 faculty.

For overseas experiences, faculty can apply to several university divisions to support international travel, course development, partnerships, trainings, and global collaborative research. Examples include the President's International Research Awards, College Arts & Humanities Institute travel grants, IU Office of Overseas Study Program Development Grants, Global Gateway Grants, and the Office of the Vice President for International Affairs (OVPIA) funding for language learning and overseas conferences. IU has recently established Gateway

Offices in China, India, Germany, and Mexico to support faculty research, study abroad, and other cooperative engagement, with additional Gateways planned for South Africa and Thailand. The Office of the Vice Provost of Research, SGIS, and academic departments provide grants to support international research, and CGC supports domestic and international travel for faculty and staff for professional development and research.

Faculty and Staff Participation in Teaching, Supervision, and Advising of Students: The CGC Director supervises students in the PhD Minor in Global Studies, and full-time CGC staff in 18-19 will oversee the Global Service and Peace Corps Prep Certificate and supervise students in a credit-bearing practicum for preventing human trafficking. Through its Global Studies Graduate Group, CGC staff connect students from across campus interested in global research and careers with university resources ranging from the Graduate Grants Center to the Global Studies Librarian. The CGC Director supports students living in campus residences as a member of the Campus Housing Advisory Committee. CGC also overseas and advises academic interns.

CGC affiliated faculty teach courses in 30 departments and 9 schools. CGC faculty play important roles advising INTL students, including Shruti Rana's leadership of the Global Leaders and Professionals Program, Emma Gilligan's role as Director of Graduate Studies, Hamid Ekbia's position as Director of UG Studies, and David Bosco's support of student placement through his role as Careers Director. UG SGIS students are advised by three full-time student advisors, who guide course choices, language learning, overseas study, internships, and degree completion. CGC works with INTL advisors Emily Williams and Olga Bueva on the Global Service and Peace Corp Prep Certificate and other UG initiatives.

B.2. Adequacy of Staffing for Administration and Outreach: CGC reports directly to the Dean of SGIS Lee Feinstein, who was the U.S. Ambassador to Poland and Senior Advisor for Peacekeeping and Peace Enforcement Policy in the Office of the Secretary of Defense. CGC also

relies on the staff and centralized services provided by SGIS's fiscal offices, human resources, web management, and communications. CGC works with the SGIS International Outreach Coordinator, which will transition to a full-time position as the International Education Outreach Administrator in 18-19, to develop *Access Global* and other global outreach opportunities. The Sustaining Internationalization Project, ICCI, Muslim Voices, and Global Research Colloquia are overseen by the CGC Assistant Director, who also provides oversight of CGC budget and part-time personnel. The Global Employability Project, K-12 world language programs, the Indiana Global Road Show, grant reporting, FLAS, and collaborations with the SOE Director of Global Ed. Initiatives are overseen by the Grant and Program Manager. The Director oversees all CGC programs and curricular initiatives, maintains internal and external collaborations and partnerships, guides evaluation, and provides expertise and guidance on professional development workshops, global studies research initiatives, and CGC publications. CGC works with folklorist and global teaching expert, Amy Horowitz (Roadwork Center), to coordinate the internationalization efforts with NTU and to teach at the Balfour Pre-College Summer Academy.

Faculty Involvement in Center: CGC is guided by an advisory board of 10 scholars and leaders from IU and beyond, which meets every semester to advise on overall policy, curriculum development, collaborations with academic departments and professional schools, and institutional partnerships. Members range from the Associate Vice President for Overseas Study to Professors in Law, Education, Business, and INTL, to the Senior Director for Global Learning and Curricular Change at AAC&U. Faculty from a range of departments and schools will guide proposed projects, such as David Bosco, INTL (policy conference on Law of the Sea); Alex Lichtenstein, History (Transnational Understandings of Civil Rights course); Elizabeth Dunn, INTL and Geography (Displaced Persons working group); Shruti Rana, INTL and Law (Global Leaders and Professionals Program); Deborah Getz, Public Health (Preventing Human

Trafficking Practicum); Martha Nyikos, Education (Bridges); and Suzannah Evans Comfort, Media School (Global Environmental Communication and Policy conference). Muslim Voices and the Sustaining Internationalization Project have faculty advisory boards. Because SGIS is part of the College of Arts and Sciences (the College), CGC works with many College faculty, and many SGIS faculty have joint appointments in the College and professional schools.

B.3. Non-Discrimination Employment Practices: IU is committed to promoting the achievement of equal opportunity within the university and throughout American society and requires all units to recruit, hire, promote, educate, and provide services to persons based upon their individual qualifications. Indiana University prohibits discrimination based on characteristics such as age, color, disability, ethnicity, sex, gender identity, marital status, national origin, race, religion, sexual orientation, or veteran status. In the interest of fostering a campus climate in which diverse influences are respected and valued, the IU's Faculty Senate has expanded the policy to prohibit discrimination based on citizenship, familial obligations, gender expression, ancestry, or socio-economic background. IU's commitment to diversity extends beyond a set of ideas or nondiscrimination policies; the university actively strives to promote diversity, expand access, create a safe and supportive environment, and foster a community that embraces and celebrates all groups. CGC recognizes the diversity and worth of all individuals and is committed to achieving equal opportunity in recruiting, hiring, promoting, and provision of services. CGC and the SGIS building are completely accessible and CGC's revised website is designed to comply with ADA guidelines.

C. IMPACT AND EVALUATION

C.1. Impact on University, Community, Region, and Nation: CGC's impact on IU is wide, from helping develop internationalized curriculum across campus to directing the Global Studies PhD Minor. It has supported INTL as it grew from a program into SGIS's core department, with

enrollments increasing by 131% and majors increasing by 91% over five years to the current 447 majors. Community impact is shown by the more than 400 K-12 students who encounter global learning in classes internationalized through the FMCCS Global Grants Program, as well as by the thousands of visitors to the Lotus World Music Festival's Global Education Pavilion. Since 2015, CGC has reached 8219 Indiana teachers and students through its K-12 teacher training and school activities (see Table I.2). CGC's Indiana Language Roadmap, which is advancing language learning in Indiana, has a network of over 225 individuals from business, education, government, healthcare, law enforcement, and other sectors. CGC's Global Studies Positioning Series had 209 attendees in 2016-2017.

CGC impacts colleges and universities across the nation through its professional development efforts, such as ICCI, which has had 424 participants from over 150 institutions since 2011. In 2016, 91% of ICCI participants surveyed agreed that they had a better understanding of what actions they and others must take to successfully internationalize their campuses as a result of ICCI. CGC's Framing the Global book series, which has published nine books and sold 3313 copies since 2014, is having a national impact in global studies and with the general public. CGC's social media sites have national and international impact, such as its Muslim Voices Twitter account with over 116K followers.

INTL UG alumni are 48% employed, 20% in graduate school, 10% in the military, and 22% doing service, applying to graduate school, or seeking employment. 2018 graduates are matriculating into advanced language and international and professional programs at the IU Medical School, University of Chicago, George Washington University, Australian National University, and elsewhere.

C.2. Meeting National Needs: CGC addresses national needs in numerous ways, including in its choice of interdisciplinary research topics it supports (Global Environmental Communication

and Policy, Sustainable Development, Displaced Persons and Environmental Refugees, Policy and Law of the Sea); by fostering a new generation of citizens and employees to be more globally aware and skilled; by expanding awareness of diverse populations about how global issues impact local communities; and by developing increasing numbers of individuals with proficiency in LCTLs (all CGC FLAS languages satisfy critical national needs). CGC is dedicated to disseminating information to the nation, through its online resources, educational curricula, social media platforms, conferences, workshops, and publications. Over the next four years, it intends to enhance these efforts by having students and faculty contribute to Muslim Voices and Access Global websites, as well as by bringing global issues to communities through the IN Global Road Show and by encouraging government service through career preparation programs. CGC's Language Roadmap is disseminating information about world languages across IN through its regional committees and state summits. Evaluation will allow CGC to track the impact of its outreach, social media resources, programs, and conferences and to track the use of LCTL languages in careers and research. CGC's formative evaluation will also help determine the most effective modes of dissemination, particularly for rural populations, which will ultimately lead to more successful and sustainable programs and initiatives.

C.3. Equal Access: CGC consciously strives to make its programming accessible to diverse groups of students, faculty, and the public. Its building is handicap accessible and its website is compliant with ADA guidelines for the sight impaired (meets GEPA requirements, Section 427). CGC hires and provides services based upon qualifications and prohibits discrimination based upon age, color, disability, ethnicity, gender, marital status, national origin, race, religion, sexual orientation, or veteran status. IU's Affirmative Action Office monitors university policy and assists with questions about discrimination. For its part, CGC has awarded 50% of its FLAS fellowships and curriculum stipends to highly qualified women and minorities, and many

outreach programs serve underrepresented populations including rural residents, retired persons, and the developmentally disabled. The Summer Language Workshop offers scholarships targeted at first generation and low-income students as identified by FAFSA. Proposed programming will include even more diverse stakeholders, including ethnic minorities, first generation students, low-income students, and faculty from MSIs and community colleges.

C.4. Evaluation Plan: The proposed evaluation, which includes comprehensive formative and summative evaluation of CGC activities and collaborative efforts, will allow CGC to use qualitative and quantitative outcomes data for continuous improvement of programs and activities. Data from surveys, focus groups, and outcomes reviews will provide valuable insight into key funded programming progress and successes, particularly using feedback from stakeholders on the impact of efforts to promote and enhance global teaching, advance global workforce skills, and improve the quality of world language instruction. The evaluation plan is designed to provide regular feedback and allow CGC to refine practices based on the findings gathered throughout the formative and summative evaluation.

Thomas P. Miller & Associates (TPMA), a nationally recognized independent external evaluator, will conduct CGC's external evaluation. TPMA has recently conducted more than 20 large-scale, multi-year, and/or multi-site evaluations throughout the country. This includes U.S. Dept. of Education grants (Title III, Teacher Quality Partnership, and Hispanic Serving Institutions Science, Technology, Engineering and Math grants) and U.S. Dept. of Labor multi-year grants. TPMA is well versed in tracking performance measurement, progress towards outcomes, implementation of grant activities, and fidelity to program models. By leveraging a single evaluation team for all IU funded centers, TPMA will be able to efficiently gather high-quality data across IU centers and measure CGC's progress towards grant goals while sharing findings that apply to multiple IU centers. Both formative and summative data will be

continuously gathered to assess implementation and measure program impact across 4 priorities.

Table C.1 Evaluation Priorities	Data Collection
1. To what extent is CGC meeting its target data indicators, as identified in the Performance Measure Form, and what will be learned from this data?	Annual data review of PMFs
2. To what extent are efforts to advance and diversify access to global studies and world language teaching and learning within institutions of higher education and K-12 schools perceived to be beneficial by educators, administrations, and faculty?	Surveys to Professional Development participants, ICCI participants, and Rural School Network
3. How have efforts to prepare Ivy Tech (IVY) students for global employability been implemented at IVY and what feedback do faculty, employers, and students have regarding the certificate program?	Virtual student focus groups and faculty and employers interviews
4. To what extent do CGC alumni utilize the language skills and global knowledge gained through their experiences with CGC in their careers or further educational endeavors?	Alumni Survey

Evaluation Methodology- Priority 1 (Performance Measures): CGC will measure progress toward their goals by using Performance Measures (PM) that are specific, measurable, and time-bound. CGC will regularly collect data on PM data indicators and share results with TPMA, in order to quantify progress towards outcomes throughout the grant period. TPMA will meet with CGC staff annually to discuss PM results and advise on potential needed changes. See Appendices for PM Forms, with data indicators, activities, and targets defined by CGC goals.

Priority 2 (Professional Development) will be addressed through a variety of surveys, including two unique surveys that will be provided to K-12 educators and administrators. The first will be administered in Year 1 to the IN Rural School Network to gather feedback on the needs of rural schools for robust international and global teaching and learning. This survey will be used to provide CGC with valuable information in advance of the development of global education K-12 resources, such as *Access Global*, and will help ensure that the developed tools meet the needs of schools in rural areas. The second survey for K-12 educators and administrators will focus on the impact of professional development and teacher training workshops offered by CGC, such as workshops on proficiency-based language instruction, global employability skills, teaching globally with the sustainable development goals, or global understandings of genocide. The survey will be distributed on a semi-annual basis to those who

have participated in a professional development event within the previous six months. A third survey will be developed for faculty, staff, and higher education administrators who participate in ICCI. This survey will collect feedback on the annual institute and the extent to which ICCI has equipped faculty from institutions of higher education, including MSIs and community colleges, with the ability to enhance the internationalization efforts on their campuses and curriculum. The ICCI survey will be administered annually to all participants after the Institute. TPMA will write an annual progress summary of findings from surveys in Years 1, 2, and 3 and will provide a final complete summative report about this evaluation priority in Year 4.

Priority 3 (Ivy Tech Global Workforce Skills Certificate) will be addressed through feedback from IVY students, faculty, and Indiana employers, to provide formative and summative data on the development of the Global Workforce Skills Certificate. With the potential wide-scale impact of this new certificate, formative assessment is critical during the development of the certificate. TPMA will interview employers in Year 1 to gather feedback on the needs of IN businesses for global workforce skills. TPMA will collect formative feedback in Year 2 from IVY faculty who are involved in the development of the certificate and from students through a virtual focus group on their interests and expectations for the certificate. Throughout Years 3-4, additional virtual focus groups will be conducted with students, which will allow students to share their experiences in the program, including recommendations for improvement and what motivated them to pursue the certificate. To collect final summative feedback, faculty and advisor interviews will serve as an assessment of how the program is serving students across the state. Student participation and awareness will also be measured through PMF data indicators.

Priority 4 (Alumni) will be addressed through an annual alumni survey. This survey will measure the extent to which CGC students (including those enrolled in the Global Competency Certificate, Global Service and Peace Corp Prep Certificate, and the Global Studies PhD Minor)

are utilizing language and other global skills in their career or advanced studies. The survey will gather placement data and measure how many students have matriculated into advanced language and international studies or related professional programs. Should CGC be awarded FLAS, this survey will also be used for the FLAS biennial survey requirement. TPMA will conduct descriptive analyses and results will be disaggregated by different alumni characteristics.

Timeline: Data will be collected annually and reported to CGC with sufficient time to include evaluation findings in annual reports to the U.S. Dept. of Education.

Table C.2 Evaluation Timeline			
Y1 Key Activities	Y2 Key Activities	Y3 Key Activities	Y4 Key Activities
<ul style="list-style-type: none"> • Review Y1 data on progress towards PMF goals • Conduct employer interviews on global skills • Create and administer surveys for Rural School Network, professional development recipients, ICCI participants, and alumni • Data analysis • Annual summary of findings 	<ul style="list-style-type: none"> • Review Y2 data on progress towards PMF goals • Conduct interviews with Ivy Tech faculty and virtual student focus group • Administer Y2 surveys for professional development recipients, ICCI participants, and alumni • Data analysis • Annual summary of findings 	<ul style="list-style-type: none"> • Review Y3 data on progress towards PMF goals • Conduct Ivy Tech student virtual focus group • Administer Y3 surveys for professional development recipients, ICCI participants, and alumni • Data analysis • Annual summary of findings 	<ul style="list-style-type: none"> • Review Y4 data on progress towards PMF goals • Conduct Ivy Tech student virtual focus group and summative faculty and advisor interviews • Administer Y4 surveys for professional development recipients, ICCI participants, and alumni • Data analysis • Final evaluation report

Use of Recent Evaluations to Improve Program: CGC uses evaluations to improve programming. Annual ICCI evaluations led to increased marketing to MSIs and community colleges and the development of a pre-institute workshop. Bridges evaluations helped spur more diverse languages offerings at different community locations, and the FLAS annual student colloquium was a result of integrating feedback from a survey. A survey from Global Learning Across Indiana faculty led to new forms of professional development and higher visibility of the project. TPMA will continue this cycle of feedback and improvements by regularly meeting with CGC and suggesting programmatic changes based on PMF and evaluation results.

C.5. Student Placement and Post Graduate Employment in Areas of National Need: Recent SGIS graduates have found employment at the State Dept., the U.S. Army Aviation Center of Excellence, the American Council for International Education, and Reporters Without Borders. CGC FLAS fellows have gone on to serve areas of national need through placements as Judge Advocate for the U.S Army Judge Advocate General's Corps, Foreign Service Officers (including Economic Officers and Senior Policy Advisors), Language Consultant at the National Language Service Corps, and Nuclear, Biological, Chemical Reconnaissance Vehicle Platoon Leader in the U.S. Army. CGC will use its FLAS Colloquium and its Global Employability Project to discuss and focus on careers for which language and cultural skills are beneficial, particularly those in the government, education, business, and non-profit sectors. SGIS is developing a database to collect employment and internship data and to visually represent alumni locations and placements, a tool from which CGC will benefit substantially.

C.6. Improved Supply of Specialists: CGC trains graduate students to be specialists in global studies in the PhD Minor in Global Studies, which currently has 12 graduate students enrolled and who will be seeking employment in the fields of international philanthropy, refugees and public health, international criminal justice, and international law. PhD Minor alumni are professors, librarians, development practitioners, researchers, and international educators. CGC will soon administer and advance IU's Global Service and Peace Corp Prep Certificate, which currently has 20 students enrolled and prepares UG students for careers of national and global service with international, areas studies, and service-learning coursework. CGC has also utilized its FLAS awards to contribute to an improved supply of global specialists. Multiple surveys show that over 85% of all past FLAS recipients continue to use their area studies knowledge on a daily basis or frequently. In a 2013 survey of FLAS fellows, 78% reported that they were currently using their language skills, in which 55% were using their language for research and

25% regularly in careers. According to a 2018 survey, CGC FLAS alumni have careers in higher education, federal service (particularly the State Department), and international non-governmental organizations where they utilize their global studies and language skills.

C.7. FLAS and National Needs: Declared interest in government service and proposed research and careers that serve national needs are competitive criteria in CGC's FLAS selection process, and all currently proposed FLAS languages are considered priority languages of national need. Approximately 35% of CGC's previous FLAS awards were given to students who reported career goals in government, Foreign Service, and international non-profit sectors. Since 1997, 93% of the languages supported through CGC's 210 FLAS awards have been for LCTLs, of which 69% were national priority languages. Recent CGC FLAS fellows have studied topics of national interest, including security ramifications of refugees, cybersecurity, international law enforcement, and international mining and environmental policy. IU's SLW provides career services and U.S. government recruiting services to FLAS students.

D. COMMITMENT TO SUBJECT AREA

D.1. IU President Herman B Wells paved the way for the university to become one of the most

Table D.1 SGIS and IU Annual Support of Global and International Studies	
CGC Annual Operating Budget	\$288,000
SGIS Shared Services	\$1,112,512
IU Global Studies Faculty Salaries (based on percentage dedicated to international)	\$9,000,000
IU Language Instruction Salaries	\$12,500,000
Global Studies Collections and Area Studies Library Staff	\$1,117,720
OVPIA International Faculty Activities	\$350,000
OVPIA International Student Activities (14-17)	\$84,000
IU Study Abroad Fellowships	\$1,374,314
SGIS Student Support (Direct Admits/GAs)	\$1,294,580

internationalized institutions in the U.S.

This deep commitment to

internationalization has flourished

under IU's School of Global and

International Studies (SGIS), which

was established in 2012 and draws

upon IU's historic strengths in area

studies and world languages. With the construction of a \$52M LEED-certified building --

inaugurated in 2015 by the Secretary of State John Kerry -- and the hiring of over two dozen new

faculty members since its inception, IU President Michael A. McRobbie states that SGIS is “one of the most important developments in the nearly 200 years of IU’s history.”

Support for Operation of the Center: Annual support for CGC totals \$288,000, which includes the salaries of the Director (50% FTE), Assistant Director (100% FTE), Grant and Program Manager (100% FTE), a half-time GA, and an Administrative Assistant. In the past two years, CGC received \$318,000 in external grants and development funds for its programs. Because SGIS has co-located its departments and centers together in a new building, it has developed a high-efficiency shared services infrastructure that staff and faculty can utilize to support programming, research, instruction, study abroad, and outreach. These shared services, in which SGIS invested over \$1M, consolidates and streamlines administrative processes of financial transaction processing, human resource administration and payroll processing, grant development and compliance, course scheduling and administration, communications, recruitment, programmatic event planning, and FLAS management.

Support for Teaching Staff in Subject Area: Faculty include leading scholars and policymakers, MacArthur Fellows, ambassadors, and legislators. SGIS invests in bringing luminaries to work with students, such as Indiana’s former Senator Richard Lugar and former Representative Lee Hamilton, who are Distinguished Scholars at SGIS. CGC’s 75 affiliated faculty, of which 54 are tenured or tenure-track, represent a collective investment of more than \$9M in global studies, and IU language programs are supported by instructors earning \$12.5M. INTL has hired 13 tenured or tenure-track faculty since its inception as a department in 2013. Two confirmed tenure-track hires during the grant period will be in International Development and Technology and Security, which positively impacts CGC goals and mission. In 17-18, SGIS provided \$416K in research funds to its faculty. IU’s Center for Innovative Teaching and Learning (CITL), with an annual operating budget of \$1.9M, houses instructional consultants

who assist teaching faculty with global pedagogies and co-facilitates ICCI and a global learning faculty community in collaboration with CGC, for which faculty receive stipends for participation. In 17-18, the Office of the Vice President for International Affairs (OVPIA) provided financial support for IU faculty international activities of around \$350K. SGIS provided \$57K in research and travel awards.

Library Resources Support: Salaries for area/international/global studies related library staff in 17-18 is over \$1M. The annual acquisitions (monographs and serials) budget for global and international studies is \$117,720 (of which \$28,189.22 is for serials) and for combined area/international/global studies is \$1,262,435 (of which \$277,063.62 is for serials). The acquisitions budget for the 2,045 databases is over \$5.5M, which includes \$250,000 earmarked for area/international/global studies. These figures reflect IU's significant commitment to global and international studies, as well as area and world language acquisitions.

Support for Linkages with Institutions Abroad: OVPIA's leadership and resources help support the entire university's international activities, partnerships, and exchanges. IU currently has 227 agreements with international institutions, establishing a framework for a variety of international activities, creating study abroad opportunities for IU students, and opening channels for joint research and teaching. OVPIA provides \$2M annually to the Global Gateways in China, Europe, India, and Mexico, which provide opportunities for research, partnerships, conferences, workshops, study abroad, and internships (CGC's proposed workshop on Displaced Persons and Environmental Refugees will be at the Berlin Gateway). The Schools of Law, Business, Media, Informatics, Computing, and Engineering, and Public and Environmental Affairs have dual degree programs with universities abroad.

Support for Center Outreach Activities: SGIS funds 100% of the CGC Assistant Director, 67% of the Grant and Program Manager, and 100% of a GA, thus supporting key personnel to

conduct a wide variety of outreach initiatives with local, state, national, and international impact. SGIS contributes up to \$22K annually to the Director of Global Ed. Initiatives and also houses and supports the International Outreach Coordinator, in partnership with current NRC and area studies centers and the IU CIBER. Beginning 18-19, this position will transition to the fully SGIS-funded full-time position of International Education Outreach Administrator.

Support to Qualified Students: IU provides funding for qualified students through Office of Overseas Study scholarships, exchange programs with international universities, pre-dissertation travel grants, and international enhancement grants, totaling \$84,000 in 14-17. Financial aid, not including loans, awarded to IU students specifically for study abroad was more than \$3.5M and the Presidential Match Scholarship provided \$469,000 for study abroad in 16-17. The Hutton International Experience Program Grants also provided \$905,314 for study abroad in 16-17.

In 17-18, SGIS provided \$918,080 in stipends, tuition remission, and insurance to GAs and \$376,500 to directly admitted UG students (of which 75% are INTL majors) and to Hudson & Holland Scholars, who are underrepresented minority students with records of academic achievement. SGIS anticipates supporting a greater number of these top students in 18-19 for a commitment of \$482,500. Private donations allow SGIS to provide nearly \$500K annually in fellowships to UG and graduate students. CGC annually supports advanced UG students through David E. Albright Memorial Scholarships of \$1K. SGIS provides \$10K in SLW scholarships and recently established a Dean's Internship Fund to enable students to pursue non-paying and low-paying internships that will advance global careers preparation.

E. STRENGTH OF LIBRARY

The IU Libraries have excellent global, international, and area studies collections, as well as a commitment to providing access for diverse audiences, at IU and across the nation. On the IUB Campus, the library system includes 22 libraries including the main flagship Wells Library. The

Lilly Library houses rare books, manuscripts, and special collections and is currently working to digitize their international collection including a copy of the Gutenberg bible. The Archives of Traditional Music is an audiovisual archive that houses 100K recordings from all over the world.

E.1.A. Strength of Library Holdings: IU's faculty and students and non-IU users have access to one of the largest and most comprehensive libraries in the nation with 10,346,137 volumes in IUB's research collections alone, roughly 5M microform holdings (50-60% of which relate to global, international, and area studies), 2,025,135 electronic books, and 100,120 unique e-journal titles. The IU Libraries system includes materials in more than 438 languages and has over 108 library funds with 11 specifically related to area/international/global studies. There are collection strengths in several regional studies as well as censuses, statistical yearbooks, and documents on subjects such as economics, education, and the environment collected from more than 170 countries. The International Documents/Governmental Information Collection within Government Information, Map and Microform Services supports research at the UG, graduate, and faculty level, and is predominantly used by those in the humanities, social sciences, business, global/international and area studies, education, journalism, and health sciences. The Law Library collection includes 34 online databases with international foci or content. IUB is a United Nations and a European Union Depository, and acquires a thorough collection of materials from key International Government Organizations. The Library supports student research and global learning by hosting area and global "pop-up" reference tables, including at SGIS, and is developing an area and global studies collections and study area in the main library.

Financial Support for Library Acquisitions and Staff: The 17-18 salaries for area, international, and global studies staff, including two reference assistants and seven librarians, was over \$1M. The IU Libraries' annual acquisitions (monographs and serials) budget for global and international studies is \$117,720 (of which \$28,189.22 is for serials) and for combined

area/international/global studies is \$1,262,435 (of which \$277,063 is for serials). The acquisitions budget for its 2,045 databases, many which support research in global, international, and area studies, is \$5.5M with \$250,000 coming from area/international/global studies funds.

E.1.B. Cooperative Arrangements and Access to Library Holdings: IU students and faculty have free online access to global, international, and area studies collections at the IU Libraries. IU Libraries offer access to various subscription and open access databases, digital archives, and documentary/news streaming video collections. Some of these resources include the United Nations Treaties Series and Human Development Program Reports, World Development Indicators, Armed Conflict Database, Digital National Security Archive, Confidential Print: Middle East 1839-1969 and Africa 1834-1966, Foreign Office Files for India, Pakistan and Afghanistan 1947-1980, Human Rights Studies Online, Border and Migration Studies Online, and Films on Demand.

Through its website, the IU Libraries system provides access to collections around the world. Interlibrary loan is free and library staff work with colleagues at other institutions, libraries, and agencies to provide reference and research support. Scholars and students worldwide can access its holdings via the online library catalogue, the Center for Research Libraries' catalogue, IUScholarworks and HathiTrust. The Library is currently working to upgrade and redesign its website in order to make it more dynamic, easier to navigate and use, and to ensure its resources and collections are more accessible to non-IU users.

F. QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

F.1. Quality and Breadth of Course Offerings: Currently, 32 departments in the College and SGIS and 11 professional schools offer more than 443 UG and 157 graduate level global courses (minimum of 25% global content). These disciplinary and interdisciplinary global courses

are critical pieces of CGC's mission to develop broad knowledge of global phenomena and trends as well as deep knowledge of languages and area studies. At IU, most students take a

Table F.1 Non-Language International and Global Courses Offered in 2016-2017					
SGIS	UG	G		UG	G
African Studies	4	1	International Studies	44	10
Central Eurasian Studies	24	26	Near Eastern Languages and Cultures	13	9
East Asian Languages and Cultures	6	3	Russian & East European Institute	2	4
European Studies	9	5			
Total				102	58
College of Arts & Sciences	UG	G		UG	G
African American & African Diaspora Studies	16	5	English	8	3
American Studies	8	2	Folklore	17	7
Asian American Studies	2		Gender Studies	14	3
Anthropology	31	11	Geography	21	7
Art History	10	6	Global Village Living-Learning Center	6	
College (COLL)	29		History	58	10
Collins Living-Learning Center	3		Honors	19	
Comparative Literature	15	2	Human Biology	3	
Criminal Justice	3		Latino Studies	5	3
Cultural Studies		10	Political Science	37	9
Earth and Atmospheric Sciences	3		Religious Studies	13	13
Economics	7	2	Sociology	13	6
Total				341	99
Professional Schools	UG	G		UG	G
Art, Architecture, and Design	7		Music	5	1
Business	19	2	Nursing	2	
Education	8	23	Public & Environmental Affairs	22	15
Informatics	1	3	Public Health	13	9
Law		14	Social Work	10	
Media	19	2			
Total				106	69

combination of global/international and area studies courses, analogous to the many CGC faculty who have broad expertise in global issues and specific knowledge of regions and languages of the world as demonstrated by the many affiliations of CGC faculty.

Global Curriculum in Professional School: INTL in collaboration with the Maurer School of Law will begin offering a new degree in International Law in Fall 2019, and the School of Informatics, Computing, and Engineering is developing a joint degree with INTL that focuses on Cybersecurity and Foreign Policy. The Kelley School of Business requires a Global Foundations Core for all UG, which includes coursework on evaluating business in regional contexts, global economic trends, and overseas study. The Schools of Public and Environmental Affairs, Public Health, and Business all have dedicated staff for supporting overseas study and international internships. SOE is home to Global Gateway for Teachers, which offers overseas study in 18 locations to provide students with international and intercultural experiences while fulfilling degree requirements for student teaching. SOE and SGIS will partner to develop a Global Competency Certificate for all IUB students and Global Badges for SOE pre-service teachers.

F.2. Interdisciplinary Courses: All INTL courses are interdisciplinary, and advancing global and interdisciplinary coursework in the disciplines and professional schools is at the heart of CGC's mission. Such courses include *Comparative Politics of Natural Resources: Linking the Global and the Local* in INTL, *Food for Thought: Food Policy and Poverty from Local to Global* as an Intensive Freshman Seminar, *Beauty and Its Global Beholders: Bodies, Economies, Cultures, and Politics* in the Media School, and *Global Health Promotion* in the School of Public Health. IU's area studies centers offer interdisciplinary coursework and the Ph.D. Minor in Global Studies' core course provides a rare opportunity for students to explore global challenges from different disciplinary perspectives. CGC is proposing to develop new interdisciplinary courses, such as the Preventing Human Trafficking Practicum and Understanding the World through SDGs, which create opportunities for graduate students to work in interdisciplinary teams to address global issues.

F.3. Teaching Faculty: Over 75 faculty, including new hires, are actively involved with CGC

programming, and INTL has 34 core and 10 affiliated faculty members. CGC serves these and other faculty across campus to strengthen their global teaching initiatives. CGC initiates activities such as faculty working groups and workshops on global teaching. These working groups and workshops bring faculty together to consider how to integrate global learning outcomes, interdisciplinary global perspectives, and interactive technology and pedagogies into classroom instruction. CGC's Global Studies Positioning Series also contributes to instructional programs, as nearly all visiting speakers attend classes and meet with UG and graduate students.

Pedagogy Training For Instructional Assistants: All Associate Instructors (AI) are required to attend a workshop on Classroom Climate, established by a policy from the Bloomington Faculty Council and the University Graduate School, which describes standards of conduct relating to cultural diversity and understanding racial, ethnic, and gender discrimination. The College requires an additional session on Academic Policy and Integrity. Departments and schools train their own AIs, and many require AIs to enroll in courses on teaching, such as the School of Public and Environmental Affairs' Seminar on Teaching Public Affairs. Graduate students can also complete a Certificate in College Pedagogy, which provides opportunities to develop and document pedagogical knowledge and skill to complement the students' disciplinary training.

The Center for Innovative Teaching and Learning (CITL) offers resources that support AI teaching, including an online teaching handbook, pedagogy courses, consultations, guidance on assessment, a seminar series, and mentoring opportunities. CITL offers AI workshops on the *how* of teaching; identity and authority in the classroom; lectures 101: anxieties, time management, and planning; and technologies to enhance teaching and learning. Faculty and AIs also utilize Bloomington Evaluation Services and Testing, which provides training and assistance on testing, assessment, technology, classroom resources, critical pedagogies, course design, and other methods and tools to enhance teaching and learning at IU. CGC facilitates a Global Studies

Graduate Group that supports graduate student instructors interested in global pedagogy.

F.4. Specialized Courses: Specialized global courses are found in multiple disciplines and schools (see Table F.1). Over the past eight years, CGC has worked with faculty to support the integration of global perspectives in courses in Apparel Merchandising, American Studies, Education, Public and Environmental Affairs, Business, Public Health, Spanish and Portuguese, Central Eurasian Studies, African Studies, Slavic Languages, Theatre, and Comparative Literature. IU students can participate in Diplomacy Lab courses, where IU students and faculty work with State Department officials on discipline and interdisciplinary projects related to global policy challenges. These specialized courses examine critical topics such as environmental and energy diplomacy (Geology), immigrant and refugee integration (School of Public and Environmental Affairs), technology in international relations (Media School), the organization and administration of public health programs (School of Public Health), and designing for diplomacy (School of Art, Architecture, and Design).

G. QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

G.1. Language Instruction and Enrollments: IU has the capacity to teach nearly 70 world languages, and in 16-17 it offered instruction in 50 modern languages, including 30 LCTLs in SGIS alone. IU currently hosts two National Language Resource Centers (LRC) and is home to three U.S. Dept. of Defense Language Flagship programs, which are developing globally-competent professionals in Arabic, Chinese, and Turkish. At the renowned IU Summer Language Workshop (SLW), instructors teach African, East, Central, and Southeastern European, Central Asian, and Middle Eastern LCTLs to UG and graduate students and professionals using proficiency- and standards-based approaches. In 2018 and 2019, SLW is piloting online and overseas instruction programs. Due to the deep commitment to language learning at IU, all of CGC's proposed FLAS languages (Arabic, Chinese [Mandarin], Hindi,

Japanese, Korean, Pashto, Persian, Portuguese, Russian, Swahili, Turkish, Urdu, Uyghur, and

Table G.1 Language Course Enrollments		
Department	UG	Grad
African Studies	291	16
Central Eurasian Studies	185	214
East Asian Languages & Cultures	1,387	48
European Studies	60	28
French and Italian	2,276	55
Germanic Languages	1,011	90
India Studies	31	2
Jewish Studies	169	9
Latin American Studies	48	16
Near Eastern Languages & Cultures	304	139
Slavic & Eastern European Languages & Cultures	281	301
Southeast Asian Studies	4	1
Spanish and Portuguese	5,581	33
Total Enrollments	11,628	952

Zulu) are offered through advanced levels

and are taught by full-time instructors who

are trained in proficiency-based teaching

and utilize innovative pedagogies in their

language classroom.

G.2. Advanced Language Offerings and

Languages Courses in other Disciplines:

In 16-17, IU offered 50 modern world

languages, of which 38 were available at an

advanced level. In total, there were 48 1st-

year courses; 45 2nd-year courses; 38 3rd-year courses; and 13 4th or 5th-year courses. IU's three

Language Flagship programs in Arabic, Chinese, and Turkish, offer advanced language study,

international internships, and study abroad experiences that enable students to achieve

professional language proficiency in areas critical to U.S. security and business interests. All

proposed FLAS languages are offered at a minimum of three years.

Languages in the Disciplines: IU offerings of content courses in world languages include

Arabic Women, Business Russian, Chinese for the Social Sciences, and Turkish for Media

Specialists. Discussion sections in Arabic, Chinese, and Turkish are further supported by

Flagship Programs, which provide content courses or sections where disciplinary content is

discussed in the target language. Study abroad programs are offered in Chinese, Arabic, Spanish,

French, German, Japanese, and Russian. CGC has previously supported a Global Environmental

Issues course in Russian as well as other Language Across Curriculum (LAC) courses in Arabic

and Spanish. CGC is now seeking Title VI funding to provide 1-credit LAC course "trailer"

sections where global content is discussed in target languages.

G.3. Language Faculty: In 16-17, more than 155 IU faculty taught 50 modern world languages, of which 38 were taught at an advanced level. Instructors range from full professors to AIs, and all proposed FLAS languages are taught by full-time faculty. Language faculty also publish and conduct research on language acquisition and pedagogy (see CVs).

Pedagogical Training: At IU, language teaching staff participate in regular training workshops offered by the Center for Language Excellence (CLE), which promotes proficiency-based and standards-based instruction, as well as best practices in curriculum development, planning, assessment, and language teaching. In 16-17, CLE served 300 instructors from 32 departments and programs and held workshops on ePortfolios, accommodating disabilities in language classrooms, and standards-based curriculum. Every semester, a Share Fair connects instructors to share teaching strategies and new activities that can be widely applied in language classes. IU departments and programs, such as Near Eastern Languages and Cultures and the Summer Language Workshop, offer orientation courses or workshops to standardize pedagogical training and approaches to language instruction. Several language faculty are OPI certified, with particular strengths in the Slavic and African languages. IU's LRCs are active participants in national discussions of best practices in language instruction, demonstrated by CeLCAR's Conference on Central Asian Languages and Linguistics and NALRC's summer workshops. The Center for Language Technology (CELT) provides training on integrating instructional technology, and CGC will partner with CELT to develop online pedagogy training modules on performance-based approaches to language instruction.

G.4. Quality of Language Program: Performance-Based Instruction: Language curricula and assessment tools at IU are performance based and designed on ACTFL proficiency guidelines as well as on national standards for specific languages when available. Specific performance-based

objectives are detailed in the syllabus for each level. Many departments articulate their learning goals as Can-Do statements, modeled after the ACTFL proficiency guidelines, and others, such as Arabic, Russian, and Turkish, test student proficiency using the OPI or other standard assessments. All SLW course goals are expressed in terms of proficiency levels and sublevels, as measured by OPI assessment protocol. Goals vary by language and level, but typically include a minimum level that all students must achieve and a higher level that a percentage of students are expected to achieve. Slavic languages will implement a four-year multi-dimensional assessment protocol that requires students to achieve ACTFL based standards of intermediate-high level proficiency by the end of their study. All CGC FLAS languages are taught with performance-based instructional methods to achieve reading, writing, listening, and speaking goals.

Adequacy of Resources: IU has a vast capacity of language instruction, with an unparalleled range of language offerings, dozens of pathways for advanced training, high-quality language instructors, and extensive pedagogical support and training. CELT manages two computerized Language Laboratories (with 67 workstations), four video conference camera rooms for distance education, a computer media room (with 12 workstations), a multipurpose lab for video equipment, and an audio and video production studio. IU and SGIS are launching an effort to offer LCTLs through online and distance learning. Instructors of Dari, Estonian, Hungarian, Mongolian, Pashto, Turkish, Uzbek, and Zulu have been paired with teams of technical support and online curriculum designers to produce effective, proficiency-oriented online courses.

Language Proficiency Requirements: IU's general education core requires that all UG students complete six credits in either world languages or overseas study and the College requires four semesters of language. Students in IU's Language Flagships are required to take five years of language study, which includes an intensive summer program and a full year abroad that includes a professional internship. INTL UG students are required to take six semesters of

language study and MA students must demonstrate advanced proficiency at matriculation and take two additional semesters at IU.

H. QUALITY OF CURRICULUM DESIGN

H.1. Center's Curriculum, Degrees, Requirements, and Quality of Undergraduate Training

Programs: In 1998, the CGC designed and implemented an Undergraduate (UG) Minor in International Studies (INTL) and soon began working with the College to develop the INTL Major in 2003. In 2013, CGC assisted the INTL program as it became a department with its own faculty and was positioned as a cornerstone of SGIS.

INTL students can choose between eight degree programs, including a BA, a BS, an UG Minor, a new set of graduate degrees (an Accelerated BA/MA, MA, and MS), and the long-standing PhD Minor in Global Studies (see H.3. for graduate programs). The UG degrees

Table H.1 Undergraduate (BA/BS) INTL Requirements

- 3 Courses in a Global Concentration (Global Health & Environment, Global Development, Human Rights & International Law, Culture & Politics, Peace & Conflict, and Diplomacy, Security & Governance).
- 3 Courses in a Regional Concentration
- 6 Semesters of a World Language
- 6-week (minimum) of Overseas Study
- A minor that complements their regional or thematic focus
- A Senior Capstone

combine regional and global coursework, a senior research capstone, and the BS degree requires additional courses in microeconomics and

quantitative reasoning. UG students must select a specific world region and one of six thematic global concentrations, such that their degree provides global competencies and specific deep knowledge and language skills from world regions. INTL UG students are required to take six semesters of world languages and many acquire proficiency in two or three languages. Students pursuing the BA also have the option of applying for the new 5-year BA/MA degree.

The Kelley School of Business offers an International Studies Co-Major and the Law School will soon offer a degree on International Law with INTL. UG students find high-quality training and internship opportunities in the Political and Civic Engagement Program and the

Global Service and Peace Corp Prep Certificate Program. The Peace Corp Prep Certificate, which requires 25 credit hours including six credits of service-learning, currently serves students in the College, SGIS, Public Health, Business, Media, and Public and Environmental Affairs.

H.2. Academic and Career Advising: CGC provides academic advising to students enrolled in the Global Studies PhD Minor and to students in its Global Studies Graduate Group, which connects students interested in global research and careers with university resources and research support. In 18-19 CGC staff will begin oversight of the Global Service and Peace Corps Prep Certificate for UGs, which prepares students for careers in global service. CGC Director Hilary Kahn regularly advises INTL UG students during their capstone research and INTL UG students are advised by two full-time academic advisors, Emily Williams and Olga Bueva. The Office of Mentoring Services and Leadership Development advises students on issues of academic leadership, with special emphasis on underrepresented populations. The Global Living-Learning Community supports UG students with skills for global leadership.

SGIS offers numerous ways for students to plan for their careers and make valuable professional connections. UGs have access to the school's dedicated career advisor and the Global Leaders and Professionals Program offers SGIS students customized career counseling, skills development workshops, and networking opportunities. Students may also use the services of IU's Walter Center for Career Achievement, which provides specialized training, contacts, practical guidance on job-hunting, and events to prepare and connect students to positions in government, national security, Foreign Service, and administration at the local, state, and federal levels. Students can make other valuable connections through Ascend Indiana, a new service for SGIS students that works with global employers in the state for student placement.

H.3. Training Options and Requirements for Graduate Students in Disciplines and Professional Schools: INTL MA students have required coursework ranging from an

interdisciplinary seminar in issues and approaches to global studies, quantitative methods or research methods in international studies, to advanced courses in their regional focus. INTL MA students are also required to have six semesters of world language coursework at matriculation and are required to take two more semesters as an MA student. They enroll in global and area studies courses and write an MA thesis. The INTL MS has the same requirements with additional requirements in quantitative methods and analysis, as well as in Economics.

CGC developed and has administered the PhD Minor in Global Studies, which requires five advanced courses, a capstone, and an interdisciplinary seminar on Global Studies. Students in Education, Philanthropy, Public Health, Media, History, Geography, Journalism, Anthropology, Comparative Literature, and Criminal Justice have taken the PhD Minor, which provides a framework for the interdisciplinary study and critical analysis of global phenomena. Each student develops an individualized program that complements and provides a global context to the student's disciplinary and professional academic programs and regional interests.

The Global Business and Social Enterprise Program provides MBA students opportunities to gain international leadership experience by providing consulting services to businesses around the world. School of Public Health MPH students have a range of opportunities for global practicum, and the Law School has strong graduate programs in Global Legal Studies and Constitutional Democracy. CGC's Global Studies Graduate Group supports graduate students who are engaged in global research from all disciplines and schools.

H.4. Formal Institutional Arrangements for Students: IUB and university partners abroad offer 18 dual degree programs, with five new joint degree programs established in 16-17 alone. IU's 227 partnership agreements with overseas institutions also facilitates student research as semester or short-term programs. In 16-17, 115 UG and 49 graduate and professional students participated in overseas institutional exchanges. SGIS has signed two new institutional

agreements with Waseda in Japan and Leiden in the Netherlands, which are designed to facilitate UG collaborative research on global issues and experiential learning opportunities at The Hague.

Access to other Study Abroad and Summer Language Programs: The IU Office of Overseas Study provides guidance and resources for IU students interested in participating in non-IU or external institutional programs. This includes a web platform that provides information about non-IU programs, financial aid, IU funding towards non-IU programs, pre-departure preparation, reconciling non-IU and IU academic policies, legal and safety issues, and adjustment and cultural differences. In 16-17, 311 IU students studied abroad through non-IU programs. CGC shares information on a variety of IU and non-IU study abroad and summer language programs through weekly opportunity emails and by advising students. Lastly, CGC works with established advanced language training programs throughout the U.S. and the world to facilitate high-quality summer intensive language instruction for FLAS students, and graduate students can apply for funding through OVPIA to support intensive language training.

I. OUTREACH ACTIVITIES

CGC has an established and high-quality outreach program to advance global learning and teaching, internationalization, and global workforce skills in elementary and secondary schools, postsecondary institutions, and businesses, media, and the general public.

I.1.A. Elementary and Secondary School Outreach: CGC works with K-12 educators, schools, and students in IN and nationally to advance global teaching and learning, improve language instruction, and promote global career skills. CGC is the administrative home to the SGIS International Outreach Coordinator, who coordinates K-12 collaborations and chairs the 33-member IUB International Outreach Council, a committee that plans K-12 outreach activities and includes staff and faculty from across campus, including the professional schools. CGC works with the Director of Global Ed. Initiatives, a joint appointment between SGIS and SOE

that internationalizes K-16 education in IN by working with in-service and pre-service teachers and elementary and secondary school leaders to advance global studies and language learning.

Table I.1 Recent Projects and Programs for K-12 International Outreach		
Programs	Period offered	Participants
Global Competence Workshop Series (SOE pre-service teachers)	Spring 2015 – Spring 2018	179
Social Studies Teachers Workshops (in-service teachers)	Spring 2015 – Spring 2018	77
Global Literacy Invitations Workshop (in-service elementary language arts teachers)	Fall 2016 – Spring 2017	17
The Global in IN: Globalization and its Impact on K-12 Education Symposium (Superintendents from across IN)	Spring 2017	35
Dual Language Immersion Workshops (teachers and administrators)	Fall 2015 – Spring 2018	106
Principals Academy on internationalizing schools (principals and administrators)	Fall 2017 – Spring 2018	23
Global Infusion for the Balfour Program Pre-College Summer Academy	Summer 2016, Summer 2017	60
IN Foreign Language Teachers Association annual statewide conference exhibition	Fall 2016, Fall 2017	1226
IN Council for the Social Studies annual statewide conference exhibition	Fall 2016, Fall 2017	270
Lotus World Music & Arts Festival Orientation (high school students)	Fall 2014, Fall 2015, Fall 2016, Fall 2017	658
Lotus Blossoms World Bazaar (4th grade students as well as families with K-12 students)	Spring 2017, Spring 2018	5700
Project School International Night (K-12 students and their families)	Fall 2016, Fall 2017	400
Ellettsville Boys and Girls Club World Cultures Outreach (K-12 students)	Spring 2018	36
Global Perspectives Workshop for Reitz Memorial High School in Evansville, IN (high school teachers and administrators)	Spring 2018	16

CGC, with other Area Studies Centers and IU faculty involvement, published

Internationalizing the Academic Standards: Indiana in 2011. This teaching resource, which demonstrates how to integrate international content when teaching K-12 academic standards of the core subjects, has become a national model and is available on the IDOE website. CGC and partners, with support from the Longview Foundation and input from IN teachers, have been updating these resources and adding new components for Special Education and High Ability students. CGC has also developed instructional resources, such as *Deliberation for International*

Studies, and designed curricular models, such as the New Tech Global Issues Project, which has been used nationally.

CGC has regional impact through its partnership with the Foundation of Monroe County Community Schools (FMCCS), which has supported local educators to internationalize teaching at 10 local schools. CGC supports global education at the Lotus World Music Festival, and faculty regularly participate in the Lotus Blossoms World Bazaar, which reaches over 2,000 students annually with information and activities about world cultures. CGC has worked with several IN schools, such as Gold Academy, Northwest High School, and the Signature School, to advance their internationalization efforts and is currently working with Reitz Memorial to integrate global citizenship skills within its faith-based social justice curriculum.

CGC is also dedicated to reaching underserved populations of students through its outreach, such as through its involvement in the Balfour Pre-College Summer Academy, a SOE summer academy for underrepresented minority high school students. CGC is seeking Title VI funds to support the global arts curriculum at this 5-day residential summer program, which has served more than 500 rising high school seniors since 2013, with 66% Black/African-American and 20% Hispanic/Latino students participating.

Over the next four years, CGC will expand its K-12 outreach to rural schools by working with the Rural School Network, the IU Center for Rural Engagement, and the International Education Outreach Administrator, a position that will be fully funded by SGIS. CGC will also work with schools in the Navajo Nation, such as Wingate High School and Dine Bi'olta Immersion School, and will integrate global competencies in CTE high school programs and develop global curriculum around the Sustainable Development Goals.

I.1.B. Postsecondary Institutions: CGC has an exceptional record of outreach to higher education. CGC's 4-day Institute for Curriculum and Campus Internationalization (ICCI)

annually draws dozens of faculty and administrators from universities and colleges across the nation. In partnership with other Area Studies Centers, and relying on IU faculty expertise, CGC

Table I.2. ICCI Data (2011-2018)	
# U.S. states (incl. IN) and territories	39
# Participants	424
# Institutions represented (incl. IU)	164
# Community Colleges	33
# Minority Serving Institutions	26
# Title 3 & 5 Eligible Institutions	29
# Historically Black Colleges & Universities	12
# Hispanic-Serving Institutions	8
# Tribal Colleges and Universities	2

will administer ICCI for 40-60 faculty and staff annually, with an increasing emphasis on teams from MSIs, community colleges, and HBCUs. Participants select either course or campus internationalization tracks for this 4-day institute and impacts have included the development of

study abroad programs, new global studies degrees, global courses, faculty international working groups, and new language instruction offerings, among other results. A 2017 Impact Evaluation showed that all (100%) of respondents strongly agreed or agreed that they applied ICCI knowledge in their teaching and that they took action to internationalize their campus/unit after attending ICCI. CGC has also led Global Learning Across Indiana, a curriculum

internationalization project with IVY statewide community college system that internationalized

Table I.3 Global Learning Across Indiana (12-16)	
# Faculty and Administrator Participants	73
# Courses Internationalized	32
Sample IVY Courses Internationalized & Developed	
AGRI 111: Intro to Crop Production	
BUSN 202: HR Management	
CINS 101: Intro to Microcomputers	
ENG 111: English Composition	
HIST 101: Survey of American History	
HOSP 102: Basic Food Theory & Skills	
PSYC 101: Introduction to Psychology	
ARAB 101/102: Arabic	
PARA 101: Intro to Paralegal Studies	

nearly three dozen courses, introduced a global studies certificate, and developed Arabic courses. CGC's Director has provided professional development and consultation for institutions of higher education, including Western Michigan University, Sacred Heart

University, Illinois State University, West Carolina University, Colorado State University, Harper College, and Western Washington University. Over the next 4 years, CGC will have a unique partnership with three institutions that are all MSIs or a community college system: IVY, which serves 75 communities in IN; Indiana State University, the most diverse university in IN;

and Navajo Technical University, a tribal college that has sent participants to ICCI and is firmly committed to internationalizing its curriculum. CGC will also support a faculty exchange with the U.S. Army Command and General Staff College.

I.1.C. Business, Media, and the General Public: CGC is committed to providing meaningful opportunities for global encounters and engagement for the general public as well as for businesses and the media. This is demonstrated by recent initiatives (outlined in Table I.4) as

Table I.4 Recent Projects and Programs for International Outreach to Businesses, Media, and the General Public		
Programs	Period offered	Number Reached
Lotus Global Education Pavilion	Fall 2014, Fall 2015, Fall 2016, Fall 2017	9200
Bridges: Children, Languages, World	Spring 2015 – Spring 2018	296
Film Screenings with Living Earth Television	Spring 2016, Fall 2016, Fall 2017	75
Great Decisions at Meadowood Retirement Community	Fall 2016 – Spring 2018	960
Art & Refugees Symposium and Photography Exhibition	Spring 2017	300
IN Language Roadmap Summit	Spring 2018	186
Muslim Voices Twitter	2010-2010	116K Followers
On Islam: Muslims and the Media	2018 (through April)	406 copies sold
Muslim Voices You Tube Videos	Since 2011	80K Views

well as in future plans.

Business: CGC has experience in providing outreach to businesses.

It is currently leading the IN Language Roadmap initiative, which is developing a state plan for language learning by working with educators, business, government, law enforcement and healthcare. Its statewide summit

and regional workshops have engaged over 225 people in discussions of how to strengthen language learning opportunities to advance IN's economic competitiveness and cultural diversity. The IN Economic Development Corporation, as well as the two largest IN companies, Eli Lilly and Cummins, and IN legislators from both sides of the aisle, have been actively involved in this work. CGC will partner with CIBER and others to provide workshops for businesses about doing business in global and regional contexts.

Media: CGC oversees Muslim Voices, which is an online initiative that provides diverse perspectives about Muslims and Islam in global context and is aimed at the public and media.

Currently with 116K followers on Twitter, and with a 2018 edited volume *On Islam: Muslims and the Media*, CGC serves media professionals and the general public. Established partners include WTIU and WFIU, the local PBS and NPR affiliates, who assist with production and reaching journalists. Faculty and students will provide content for the Muslim Voices website. Media professionals will also benefit from faculty research on Global Environmental Media and Communication, which will result in a publication with scholarly and practical impact.

General Public: CGC regularly engages the general public at community-facing events that encourage explorations of the world through art, language, and culture and through public scholarship talks where community members can discuss topics with IU experts. CGC supports educational outreach to the general public by supporting the Global Education Pavilion at the Lotus World Music and Arts Festival and by supporting LCTL instruction for local youth at community organizations through the Bridges: Children, Languages, World Program. The Great Decisions Talk Series at the Meadowood Retirement Community regularly engages community members with IU experts on a range of topics, while the Spring 2017 Symposium and Exhibition on Art and Refugees encouraged audiences to connect historic and contemporary events for new understandings of global issues. The new IN Global Road Show will connect IU faculty with communities and local governments in IN to explore how local communities interact with the world. Faculty will also contribute to *Access Global*, which will provide information on current global issues for students, teachers, and the general public.

J. FOREIGN LANGUAGE AREA STUDIES FELLOWSHIP AWARDEE SELECTION PROCEDURES

CGC is requesting 8 Academic Year (2 UG and 6 graduate) and 8 Summer (mixed UG and graduate) fellowships in each of the next four years. The eight summer fellowships will allow CGC to provide FLAS awards for the IU Summer Language Workshop, especially in languages

of national need, and to provide opportunities to study languages overseas for students with financial need. After consultation with faculty and Area Studies Centers, CGC requests approval for the following FLAS languages: Arabic, Chinese (Mandarin), Hindi, Japanese, Korean, Pashto, Persian, Portuguese, Russian, Swahili, Turkish, Urdu, Uyghur, and Zulu. These languages are transnational in use, meet national critical needs, and are currently taught at IU by full-time instructors with curricular pathways enabling students to gain high levels of proficiency with extremely high-quality classroom instruction. CGC is committed to biennially tracking FLAS alumni for language use and career applications.

J.1. FLAS Procedures: Competition Promotion and Timeline: Materials describing the

FLAS Selection Process Timeline		FLAS program and eligible languages are prepared and distributed campus-wide and nationally through the CGC
October	Promotional materials distributed	
December	FLAS Information Workshop - early in month Promotional materials distributed - mid-month	
January	Promotional materials distributed - early in month Final Promotional materials distributed - mid-month	
February 1	Applications due by midnight electronically	
March	Awards announced by month end	
April 15	Deadline for acceptance of fellowship	

website, email, listservs, social media, ads in the IU student newspaper, and SGIS and IU communications. CGC and the SGIS FLAS Manager work with graduate and UG offices in all professional schools, including the SOE, academic departments, Office of the Vice President for Diversity, Equity, and Multicultural Affairs, Office of the Vice Provost for Undergraduate Education, and individual faculty to publicize, recruit, and improve and diversify the applicant pool. Along with other FLAS Programs, CGC offers an annual FLAS information session approximately two months before the deadline. Potential applicants are reminded to complete a FAFSA application in a timely manner, so that CGC can integrate financial need (FLCPP1) in the selection process. Promotional materials encourage applying for the many LCTLs offered at IUB (FLCPP2).

How to Apply: Students apply through an online system shared by all SGIS FLAS Programs.

Applications are submitted electronically and include transcripts, GRE scores, FAFSA information, and three letters of recommendation. A 2-page statement of purpose, tailored to CGC's global academic mission and describing the student's research plans, past language instruction and proficiencies, and career goals, is required to complete the application. CGC staff respond to all applicant queries and technical problems are addressed by SGIS shared services.

FLAS Selection Process: Applications are first reviewed by CGC staff to assure all application components have been submitted, that applicants are U.S. citizens or permanent residents, and that UG applicants are applying for intermediate or advanced language instruction. Then, all complete applications are reviewed and ranked by the CGC's FLAS Selection Committee, which includes three CGC faculty from different disciplines (including at least one from a professional school) and two faculty from different departments who teach LCTLs. The committee's rankings are reviewed by CGC Director, Assistant Director, FLAS Coordinator, and the Language Consultant, who collectively determine rankings for the top 12 AY applications and 16 best Summer applications. CGC staff then communicates with professional schools and departments to confirm that applicants are accepted into IU. After consulting with home departments and schools, CGC and the Language Consultant create a list of offers and alternates, The FLAS Coordinator will communicate with other NRCs to maximize the number of FLAS awards if a student has applied to two centers. The CGC director notifies students of their selection. Once accepted, CGC contacts home departments to determine student eligibility for any fee agreements in place, though this is not taken into consideration during selection process.

Selection Criteria and Correspondence to Priorities: The selection criteria follow Title VI guidelines. Points are assigned based on the quality of application components and priority points are assigned for the alignment with Title VI priorities and potential to serve the nation. For example, CGC gives priority to students studying LCTLs at intermediate or advanced levels

of proficiency and those interested in government careers (FLCPP2 and AP1). CGC is also committed to providing awards to students that represent various disciplines, professions,

Table J.1 FLAS CGC Selection Criteria

Basic Application Components (1-5 Points)

- Statement is high-quality, organized, well-written
- Statement reflects global approach to research and careers
- Proposed research/careers is feasible and will have impact
- Proposed research requires the proposed language of study
- Academic Potential (includes GPA and coursework)
- Letters of Reference

Priority Points (2 Points Each)

- Student is interested in government service
- Research supports critical global issue or national need
- Award will support Intermediate and Advanced levels
- Award will support LCTL languages
- Demonstrated ability in learning languages
- Financial Need of Student (if known)

careers, languages, and backgrounds, so

diversity plays a role in final overall

rankings and selection of alternatives.

Diversity is facilitated by agreements

between SGIS and Professional Schools

to share remaining tuition costs not

covered by FLAS awards. Priority points

are also assigned on financial need, which is determined as Expected Family Contribution on the student's FAFSA form, sensitive information for which IU has safe and secure procedures for sharing (FLCPP1). CGC will hold a FLAS Fellow Colloquium each Spring for all Fellows of the previous year, the purpose of which is to allow fellows to debrief, receive feedback, and engage in an interdisciplinary conversation. This is also a way to emphasize the importance of completing follow up surveys and to provide access to SGIS and IU career services (AP1).

K. COMPETITIVE PREFERENCE PRIORITIES

K.1.A. NRC Competitive Preference Priority 1 (CPP1): CGC meets CPP1 through multiple activities with Minority Serving Institutions (MSIs) and community colleges that are Title III/V eligible. Concentrated efforts to internationalize learning at MSIs and community colleges are with Navajo Technical University, Indiana State University, and Ivy Tech Community College Indiana. CGC hosts the Institute for Curriculum and Campus Internationalization that serves community colleges and MSIs, including historically black colleges & universities and Hispanic-serving institutions. Language pedagogy workshops will provide community college and MSI faculty training in high-quality LCTL instruction. These initiatives will be sustained by these

institutions after the grant period concludes. (See pages 1-2, 7, 43-44.)

K.1.B. NRC Competitive Preference Priority 2 (CPP2): CGC and partners have a productive partnership with the IU School of Education (SOE) that supports a Director of Global Education Initiatives. This position oversees statewide projects that internationalize K-12 school classrooms and improve K-12 world language instruction through teacher training workshops and other activities. This position will develop a global competency certificate and badges for global schools in Indiana and pre-service teachers in SOE as well as enhance access to the state's Certificate of Multilingual Proficiency. CGC is also proposing to collaborate with SOE on Bridges, Sustaining Internationalization, and on a conference in Year 1. Further, faculty from other teacher training programs regularly attend ICCI. These initiatives will build a stronger educational pipeline for language and global learning in IN and beyond. (See pages 3-6, 41-42.)

K.2.A. FLAS Competitive Preference Priority 1: CGC is firmly committed to prioritizing financial need of UG and graduate students in the FLAS selection process. During the application process, all applicants are strongly encouraged to fill out their Free Application for Federal Student Aid (FAFSA) form so financial need, as demonstrated by FAFSA's Expected Family Contribution and regardless of other financial aid, can be integrated in the selection process. Applicant financial need will be prioritized along with other selection criteria, such as academic potential, national need, recommendation letters, career plans, and the statement of purpose. (See page 48.)

K.2.B. FLAS Competitive Preference Priority 2: CGC guarantees that more than 25% of its Academic Year and Summer FLAS Fellowships will be awarded to students to study LCTLs. All proposed FLAS languages (Arabic, Chinese, Hindi, Japanese, Korean, Pashto, Persian, Portuguese, Russian, Swahili, Turkish, Urdu, Uyghur, and Zulu) are LCTLs that are languages of national need, so support for critical LCTL languages will be near 100%.

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LIST OF ACRONYMS

#K	x thousand	IN	Indiana
#M	x million	INTL	Department of International Studies
AY 18-19	Academic year 2018-2019	ISU	Indiana State University
AAC&U	Association of American Colleges & Universities	IUB	Indiana University, Bloomington
ACE	American Council on Education	IUPUI	Indiana University-Perdue University Indianapolis
ACTFL	American Council on the Teaching of Foreign Languages	IVY	Ivy Tech Community College
ADA	Americans with Disabilities Act	LAC	Language Across Curriculum
AI	Assistant Instructor	LCTL	Less Commonly Taught Languages
AY	Academic Year	LRC	National Language Resource Centers
CELT	Center for Language Technology	MSI	Minority Serving Institutions
CGC	Center for the Study of Global Change	NALRC	National African Language Resource Center
CeLCAR	Center for Languages of the Central Asian Region	NPR	National Public Radio
CGSC	U.S. Army Command and General Staff College	NRC	National Resource Center
CIBER	Center for International Business Education and Research	NTU	Navajo Technical University
CITL	Center for Innovative Teaching and Learning	OPI	Oral Proficiency Interviews
CLACS	Center for Latin American and Caribbean Studies	OVPIA	Office of the Vice President for International Affairs
CLE	Center for Language Excellence	PBS	Public Broadcasting System
College	College of Arts and Sciences	PMF	Performance Measure Form
CSME	Center for the Study of the Middle East	REEL	Russian and East European Studies
CTE	Career and Technical Education	SDGs	Sustainable Development Goals
FAFSA	Free Application for Federal Student Aid	SGIS	School of Global and International Studies
FLAS	Foreign Language and Area Studies	SLW	Summer Language Workshop
FMCCS	Foundation of Monroe County Community Schools	SOE	School of Education
GA	Graduate Assistant	TPMA	Thomas P. Miller & Associates
HBCU	Historically Black Colleges and Universities	UG	Undergraduate
IBRC	Indiana Business Resource Center	WFIU	IU Public Radio
ICCI	Institute for Curriculum and Campus Internationalization	WTIU	IU Public Television
IDOE	Indiana Department of Education		

Key to Priorities

AP1	Absolute Priority 1	AP2	Absolute Priority 2
CPP1	Competitive Preference Priority 1	CPP2	Competitive Preference Priority 2
FLCPP1	FLAS Competitive Preference Priority 1	FLCPP2	FLAS Competitive Preference Priority 2

Description: Diverse Perspectives and Wide Range of Views in Funded Activities

From classroom to community, Indiana University's (IU) tradition is to encourage diverse perspectives and deliberation about political and social issues of local, national, and global concern. The 2017 IU Bloomington Diversity Statement says that the campus "prepares our students to participate in national and global communities that require them to embrace and understand differences in order to foster fruitful relationships," and that the "campus is to remain a place of tolerance and respect for all, where diversity of opinions are civilly debated." These values are deeply and broadly practiced across campus. The School for Global and International Studies, the home of the Center for the Study of Global Change (CGC), is dedicated to multiple and diverse perspectives across its curriculum, faculty, research, and programs, exemplified in its annual America's Role in the World Conference, co-convened by former Democratic Congressman Lee Hamilton and former Republican Senator Richard Lugar. The Institute for Advanced Study and the College of Arts and Science's Themesters underscore the university's commitment to using diverse topics and views to explore 21st century challenges.

Likewise, CGC firmly believes that issues of global significance cannot be represented effectively from only one or even two perspectives. CGC aims to illuminate the diverse opinions that generate debate in all of its campus and community programming, providing opportunities for students, faculty, and local/state citizenry to engage in conversations about the foremost global challenges. CGC recognizes the importance of a wide range of views in analyzing complicated 21st century international affairs and is committed to providing academic and community audiences with diverse perspectives and skills. Interdisciplinary and multiple perspectives are core standards of all CGC programs, policies, and scholarship.

From the *Global Studies Positioning Series*, to its *Framing the Global* book series and support of global teaching, CGC consciously encourages the integration of multiple, and at times conflicting, perspectives to best understand complex issues. Diversity at CGC also means supporting conferences, lectures, and symposia that explore issues from multiple perspectives, and almost always in partnership with other area studies departments and disciplines. Upcoming proposed projects, for example, include the *Law of the Sea Conference*, *U.S. Army Command and General Staff College Faculty Exchange*, *Indiana Global Road Show*, *Institute for Curriculum and Campus Internationalization*, and *Global Science, Technology, and Infrastructure* speaker series. These and all CGC programs bring together diverse groups of practitioners, policymakers, and scholars to move scholarship and practice forward to greater understanding and application. CGC is also committed to providing FLAS awards to students who represent various disciplines, professions, careers, languages, and diverse backgrounds.

Description: Government Service in Areas of National Need and in Other Employment Sectors

CGC programs encourage government service in areas of national need, as well as in areas of need in education, business, and non-profit sectors in multiple ways.

Advancing Priority Languages: CGC will strengthen the capacity to teach and learn national priority languages by supporting proficiency-based pedagogical training and LCTL instruction. Proposed support of the Summer Language Workshop (SLW), which since 1950 has been providing high-quality advanced language instruction for military and government officials, exemplifies this commitment. SLW graduates are employed with the FBI, the Government Accountability Office, U.S. Department of Homeland Security, and the U.S. Department of State, to name a select few federal agencies. All proposed CGC FLAS languages are priority languages as identified by the Secretary of Education in consultation with federal agencies, including Arabic, Chinese (Mandarin), Hindi, Japanese, Korean, Pashto, Persian, Portuguese, Russian, Swahili, Turkish, Urdu, Uyghur, and Zulu. Competitive criteria in CGC's FLAS selection process include declared interest in government service and proposed research and career plans that serve national needs.

Career Services and Global Employability: CGC supports a number of initiatives aimed at global careers and government service, including its Global Service and Peace Corp Prep Certificate and its proposed support for a global competency certificate and the Global Leaders and Professionals Program. Students may utilize the Walter Center for Career Achievement, which has programs focused on Government, International Affairs, and Public Policy and offers training, contacts, and events to prepare and connect students to positions in government, national security, Foreign Service, and administration at the local, state, and federal levels. CGC uses its annual FLAS Colloquium to highlight careers for which language and global skills are beneficial, particularly those in the government, education, healthcare, technology, business, and non-profit sectors. CGC will systematically prepare the Indiana workforce to be more globally skilled by developing a statewide certificate for Global Workforce Skills at Ivy Tech Community College and internationalizing Indiana's Career and Technical Education high school programs. This initiative will strengthen the capacity and competitiveness of Indiana businesses, thus bolstering the national economy and its ability to compete globally.

Global Issues Research and Curriculum: CGC supports interdisciplinary research and curriculum development around topics that serve national need, such as law of the sea, international development, refugees, technology, and global environmental communication and policy change. CGC is dedicated to disseminating information on global issues to the public through its online resources, educational curricula, social media platforms, conferences, road shows, and publications.

APPENDICES

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APPENDIX: Curriculum Vitae

The Center for the Study of Global Change works with a range of faculty and staff at IU and with various professionals in local, regional, and national settings. Profiles include IU faculty and staff who recently have been or will be involved in our programming and non-IU faculty and professionals who are key partners and stakeholders in our proposed activities. Indices for faculty and staff are provided by their affiliations and by alphabetical order.

Language Proficiency Scale for Faculty Profiles

- 1- Reading Only
- 2- Elementary Proficiency (limited speaking, with reading and/or writing abilities)
- 3- Intermediate Proficiency (conversational, competent reading and writing)
- 4- Advanced Proficiency (fluent with advanced reading and writing)
- 5- Native or Bilingual Proficiency

LIST OF FACULTY AND STAFF

(by academic affiliations, units, and departments)

CENTER FOR THE STUDY OF GLOBAL CHANGE

Charmaine Henriques.....	37
Hilary E. Kahn.....	1
Elizabeth Konwest.....	2
Nader Morkus.....	58
Teresa Nichols.....	60

CGC Advisory Board

Feisal Amin Rasoul Al-Istrabadi.....	5
Stephanie C. Kane.....	44
Gil Latz.....	48
Pedro Machado.....	53
Patrick O'Meara.....	62
Faridah Pawan.....	63
Scott J. Shackelford.....	71
Kathleen Sideli.....	73
Timothy William Waters.....	83
Dawn Michele Whitehead.....	83

SCHOOL OF GLOBAL AND INTERNATIONAL STUDIES STAFF

Suriati Abas.....	3
Deborah Hutton.....	40
Megan Immerzeel.....	41
Kristina M. McReynolds.....	56
Amy Van Pelt.....	80
Emily Williams.....	84

SCHOOL OF GLOBAL AND INTERNATIONAL STUDIES FACULTY

Africa Studies Program

Betty Dlamini.....	24
John H. Hanson.....	36
Alwiya S. Omar.....	61
Antonia Schleicher.....	70

Affiliated faculty

Beth Buggenhagen.....	16
Daniel B. Reed.....	67
Elizabeth Dunn.....	25
Alex Lichenstein.....	49
Pedro Machado.....	53
Luciana Namorato.....	59
Martha Nyikos.....	60
Patrick O'Meara.....	62
Beth Samuelson.....	68
Patricia K. Kubow.....	48
Estela Vieira.....	81

Department of Central Eurasian Studies

Gardner Bovington.....	14
Sibel A. Crum.....	20
Zeynep Elbasan Bozdogan.....	26
Kathryn E. Graber.....	34
Marianne Kamp.....	43
Elisa Räsänen.....	66

Department of East Asian Languages and Cultures

Yasuko Akiyama.....	4
Yingling Bao.....	10
Yea-Fen Chen.....	18
Jiyoung Kim.....	46

Department of EALC cont.

Hyo Sang Lee.....	49
Adam Liff.....	50
Xiaoying Liles.....	50
Julia Chia-li Luo.....	51
Manling Luo.....	52
Misako Matsubara.....	52
Edith Sarra.....	69
Henghua Su.....	77
Nozomi Tanaka.....	78
Natsuko Tsujimura.....	79
Paul Nicholas Vogt.....	81
<i>Affiliated faculty</i>	
Gardner Bovingdon.....	14
Marvin D. Sterling.....	76

Department of International Studies

Keera Allendorf.....	5
Hussein Banai.....	10
Sarah Bauerle Danzman.....	11
Andrew M. Bell.....	11
David L. Bosco.....	13
Purnima Bose.....	13
Gardner Bovingdon.....	14
Olga Bueva.....	15
Nick Cullather.....	21
Elizabeth Dunn.....	25
Hamid R. Ekbai.....	25
Lee Feinstein.....	28
Emma L. Gilligan.....	33
Hilary E. Kahn.....	1
Nur Amali Ibrahim.....	40
Olga Kalentzidou.....	43
Stephanie C. Kane.....	44
Nicole Kousaleos.....	47
Stephen Macekura.....	52
Mark Minton.....	58
Jessica O'Reilly.....	62
Clémence Pinaud.....	65
Shruti Rana.....	65
Jessica Steinberg.....	76
<i>Affiliated faculty</i>	
Deborah Cohn.....	19
Stephanie DeBoer.....	22
Timothy Hellwig.....	36
Emily Metzgar.....	57

Department of Near Eastern Languages and Cultures

Salman H. Al-Ani.....	4
Iman Alaramadan.....	6

Zaineb S. Istrabadi.....	42
Stephen Katz.....	44
Nader Morkus.....	58
Abdulkader H. Sinno.....	75
John Walbridge.....	82
<i>Affiliated faculty</i>	
John H. Hanson.....	36
Feisal Amin Rasoul Al-Istrabadi.....	5

COLLEGE OF ARTS AND SCIENCES

Department of American Studies

Lessie Jo Frazier.....	30
Micol Seigel.....	70

Department of Anthropology

Beth Buggenhagen.....	16
Ilana Gershon.....	32
Kathryn E. Graber.....	34
Shane Greene.....	35
Jennifer Meta Robinson.....	67
Marvin D. Sterling.....	76
Richard Wilk.....	84
<i>Affiliated faculty</i>	
Serafin M. Coronel-Molina.....	19
Elizabeth Dunn.....	25
Lessie Jo Frazier.....	30
Jennifer Goodlander.....	34
Hilary E. Kahn.....	1
Olga Kalentzidou.....	43
Stephanie C. Kane.....	44
Teresa Nichols.....	60
Jessica O'Reilly.....	62
Susan Buck Sutton.....	77

Department of Art History

Faye R. Gleisser.....	33
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Department of French and Italian

Brett Bowles.....	14
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Department of Folklore and Ethnomusicology

Daniel B. Reed.....	67
<i>Affiliated faculty</i>	
Judah M. Cohen.....	18
Jennifer Goodlander.....	34
Stephanie C. Kane.....	44
Marvin D. Sterling.....	76

Department of English

Purnima Bose.....	13
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Department of Gender Studies

Lessie Jo Frazier.....	30
<i>Affiliated faculty</i>	
Purnima Bose.....	13
Beth Buggenhagen.....	16
Lynn S. Duggan.....	24
Jennifer Goodlander.....	34
Stephanie C. Kane.....	44
Radhika Parameswaran.....	63
Edith Sarra.....	69
Micol Seigel.....	70
Richard Wilk.....	84

Department of Germanic Studies

William Rasch.....	66
<i>Affiliated faculty</i>	
William E. Scheuerman.....	69

Department of History

Nick Cullather.....	21
John H. Hanson.....	36
Alex Lichtenstein.....	49
Pedro Machado.....	53
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Dhar India Studies Program

Kashika Singh.....	74
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Keera Allendorf.....	5
Purnima Bose.....	13
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Department of Political Science

Timothy Hellwig.....	36
William E. Scheuerman.....	69
Abdulkader H. Sinno.....	75
<i>Affiliated faculty</i>	
Gardner Bovington.....	14
Adam Liff.....	50
Jessica Steinberg.....	76

Department of Slavic and East European Languages and Cultures

Sofiya Asher.....	7
Steven Franks.....	29
Jeffrey D. Holdeman.....	39
Svitlana Melnyk.....	56
Maria Shardakova.....	72
Miriam Shrager.....	73

Department of Sociology

Keera Allendorf.....	5
Patrica A. McManus.....	55
Scott Sernau.....	71

Department of Spanish and Portuguese

Vânia Castro.....	17
Deborah Cohn.....	19
Israel Herrera.....	37
Luciana Namorato.....	59
Estela Vieira.....	81
<i>Affiliated faculty</i>	
Shane Greene.....	35

Department of Theatre, Drama and Contemporary Dance

Jennifer Goodlander.....	34
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PROFESSIONAL SCHOOLS

Jacobs School of Music

Judah M. Cohen.....	18
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Kelley School of Business

P. Roberto Garcia.....	31
Scott J. Shackelford.....	71
Karen Sweeny.....	78
<i>Affiliated faculty</i>	
David B. Audretsch.....	8

Media School

Suzannah Evans Comfort.....	27
Emily Metzgar.....	57
Jennifer Midberry.....	57
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Maurer School of Law

Feisal Amin Rasoul Al-Istrabadi.....	5
Christiana Ochoa.....	61
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Maurer Affiliated faculty

Lee Feinstein.....	28
Scott J. Shackelford.....	71

School of Education

Robert F. Arnove.....	6
Mariella I. Arrendondo.....	7
Mary Bensen McMullen.....	12
Lucinda Carspecken.....	16
Serafin M. Coronel-Molina.....	19
Dionne Cross Francis.....	20
Sharon L. Daley.....	22
Vesna Dimitrieska.....	23
Enrique Galindo.....	30
Erik Jacobson.....	42
Patricia K. Kubow.....	48
Marjorie Manifold.....	53
Martha Nyikos.....	60
Faridah Pawan.....	63
Beth Samuelson.....	68

School of Art, Architecture, and Design

Mary Embry.....	26
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School of Informatics, Computing, and Engineering

Hamid R. Ekbis.....	25
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School of Public and Environmental Affairs

Robert Agranoff.....	3
David B. Audretsch.....	8
Daniel J. Grundmann.....	25
Monika Herzog.....	38
Patrick O'Meara.....	62

Affiliated faculty

John D. Galuska.....	31
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School of Public Health

Deborah A. Getz.....	32
Noy S. Kay.....	45
Khalid M. Khan.....	45
Jennifer Piatt.....	64

School of Social Work

Lynn S. Duggan.....	24
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IU BRANCH CAMPUSES

Leslie A. Bozeman.....	15
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IU PROJECT RELATED PROFESSIONALS

Emily Baginski.....	8
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NON-IU PROJECT RELATED FACULTY AND PROFESSIONALS

Russell D. Baker.....	9
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LIST OF FACULTY AND STAFF

(by alphabetical order)

Suriati Abas.....	3
Robert Agranoff	3
Yasuko Akiyama.....	4
Salman H. Alani.....	4
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Keera Allendorf	5
Iman Alramadan.....	6
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Stephanie DeBoer	22
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Arsalan Ifthikar	41	Mark Minton.....	58
Megan Immerzeel	41	Nader Morkus	58
Zaineb S. Istrabadi	42	Caryn McTighe Musil	59
Erik D. Jacobson	42	Luciana Namorato	59
Hilary E. Kahn	1	Teresa Nichols	60
Olga Kalentzidou	43	Martha Nyikos	60
Marianne Kamp	43	Christiana Ochoa	61
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Stephen Katz	44	Patrick O'Meara	62
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Khalid M. Khan	45	Radhika Parameswaran.....	63
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Elizabeth Konwest	2	Rosemary Pennington.....	64
Xiaojing Kou.....	46	Jennifer Piatt.....	64
Nicole Kousaleos	47	Clémence Pinaud	65
Emily Krauser	47	Shruti Rana	65
Patricia K. Kubow.....	48	Elisa Räsänen.....	66
Gil Latz	48	William Rasch	66
Hyo Sang Lee.....	49	Daniel B. Reed.....	67
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Adam Liff.....	50	Gina Romano	68
Xiaoying Liles.....	50	Beth Samuelson	68
María Pilar Lope Solá	51	Edith Sarra	69
Julia Chia-li Luo	51	William E. Scheuerman	69
Manling Luo.....	52	Antonia Schleicher	70
Stephen Macekura.....	52	Micol Seigel.....	70
Pedro Machado	53	Scott Sernau.....	71
Marjorie Manifold.....	53	Scott J. Shackelford	71
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Misako Matsubara.....	54	Maria Shardakova.....	72

Miriam Shrager	73
Kathleen Sideli.....	73
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Kashika Singh	74
Abdulkader H. Sinno	75
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Jessica Steinberg	76
Marvin D. Sterling	76
Henghua Su	77
Susan Buck Sutton	77
Karen Sweeny	78
Nozomi Tanaka.....	78
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Natsuko Tsujimura.....	79
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Amy Van Pelt.....	80
Estela Vieira.....	81
Paul Nicholas Vogt.....	81
John Walbridge	82
Linda S. Wallace	82
Timothy William Waters	83
Dawn Michele Whitehead.....	83
Richard Wilk.....	84
Emily Williams	84
N. Brian Winchester.....	85
Kevin Zupin	85

Hilary E. Kahn

Title/Department: Executive Director, Center for the Study of Global Change, Assistant Dean of International Education and Global Initiatives, School of Global and International Studies; (non-tenure track)

Education: PhD, Univ. of Buffalo, 2002; MA, Univ. of Buffalo, 1993; BA, Indiana Univ., 1990

Academic Experience: 2017-Present, Director of the Indiana Language Roadmap; 2016-Present, Board Member, Islamic Studies Program, Indiana Univ.; 2016-Present, Affiliated Faculty, Center for International Education, Development, and Research, Indiana Univ.; 2015-Present, Board Member, Center for International Business and Research, Indiana Univ.; 2015-Present, Board Member, Global Learning Advisory Council, Association of American Colleges and Universities; 2014-Present, Editorial Board Member, *Diversity and Democracy*, Association of American Colleges and Universities; 2014-Present, Book Series Editor, *Framing the Global*; 2014-Present, Assistant Dean of International Education and Global Initiatives, Indiana Univ.; 2013-Present, Senior Lecturer, Indiana Univ.; 2012-Present, Affiliated Faculty, Center for the Study of the Middle East, Indiana Univ.; 2010-Present, Director of the Framing the Global Project with IU Press; 2008-Present, Director of the Ph.D. Minor in Global Studies, Indiana Univ.; 2008-Present, Director of Voices and Visions: Islam and Muslims from a Global Perspective Project; 2006-Present, Affiliated Faculty, Department of Anthropology

Overseas Experience: Belize, Guatemala, Honduras, Jamaica, Mexico

Language Proficiency: Spanish 3, Jamaican Patois 2, Q'eqchi' 1

Percentage of Instructional Content Area Expertise: International 100%

Number of Area/International Studies, Language Courses Taught: 9

Relevant Sample Courses: Human Rights and the Arts; Peoples and Cultures of Mexico and Central America; Global Dialogues; Issues and Approaches to Global Studies Interdisciplinary Seminar; Culture and Society; Visual Ethnography; Jamaica in a Global Context: Service Learning Overseas Program

Research/Training Specialization: International Education, Global Studies and Research; Visual, Anthropological, and Social Theory; Ethnographic Methods; Human Rights; Global Learning; Latin America and the Caribbean; Anthropology of Art

Number of Recent Publications: 9 **Relevant Samples:** 2018, Co-editor, "On Islam: Muslims and the Media." Indiana University Press with Pennington, R Ed.; 2014, Sole Author, "Laying Yourself Bare: Ethnographic Vulnerabilities in Global Classrooms." Peer Review 20(1); 2015, Co-author, with Agnew, M, "Global Learning through Difference: Considerations for Teaching, Learning, and the Internationalization of Higher Education." *Journal of Studies in International Education* 21(1); 2015, Sole author, "The Birthday Suit: A Lesson in Global Learning." *International Educator* 24(6); 2015, Sole author, "Scales of Global Learning: Prisms, Knots, and a Cup of Coffee." *Diversity and Democracy* 18(3); 2015, Co-author, with Agnew, M, "Internationalization at Home." *Metropolitan Universities* 25(3); 2014, Sole author, Editor, "Framing the Global: Entry Points for Research." Indiana University Press; 2012, Sole author, "Seeing beyond territorialized nests of meaning: Extending our senses of responsibility." *Building a Shared Future: Religion, Politics and the Public Sphere*; 2010, Sole author, "Overcoming the Challenges of International Service Learning: A Visual Approach to Sharing Authority, Community Development, and Global Learning." *International Service Learning: Conceptual Frameworks and Research*. Stylus Publishing with Bringle, R; Hatcher, J; Jones, S Eds.; 2010, Sole author, "Seeing Beyond: Visual Approaches in Global Learning." *Practicing Anthropology* 32(3); 2008, Co-author, "Use of Online Technologies in an International, Multidisciplinary, Service-Learning Experience." *Service-ELearning: Educating for Citizenship*. Information Age Publishing with Dailey-Heber, A Ed.; 2006, Sole author, "Seeing and Being Seen: The Q'eqchi' Maya of Livingston, Guatemala and Beyond." University of Texas Press

Dissertations and/or Theses Supervised over Past Five Years: 12

Recent Recognitions/Awards/Honors: 2017-2018, President of the Association of International Education Administrators; 2014 Paul Simon Award, Central States Conference on the Teaching of Foreign Languages, awarded to CGC; 2010 Excellence in Teaching Award IU International Studies Program; 2009 City of Bloomington Human Rights Program Award, awarded to Voice and Visions

Elizabeth Konwest

Title/Department: Assistant Director, Center for the Study of Global Change; (not applicable)

Education: PhD, Indiana Univ., 2017; MA, Indiana Univ., 2010; BS, Kent State Univ., 2006

Academic Experience: 2016-Present, Assistant Director, Center for the Study of Global Change, Indiana Univ.

Overseas Experience: Field research in Mexico (2007, 2008, 2009, 2011, 2013); Conference organizer in Jordan (2013); Studied at the University of Leicester, England (2005)

Language Proficiency: Spanish 3, Yucatec Maya 2, French 1

Percentage of Instructional Content Area Expertise: International 100% (with Latin American/Caribbean Studies)

Number of Area/International Studies, Language Courses Taught: 5

Relevant Sample Courses: Altruism – from Evolution to Morality; Human Evolution and Prehistory; Salt: the rock we eat

Research/Training Specialization: Identity and community formation and globalization in the Mesoamerican past; International education and global studies

Number of Recent Publications: 6 **Relevant Samples:** Sole author, “Facilitating Learning Outside the Classroom: Fieldtrips and Service-Learning” In *Teaching as if Learning Matters: The Next Generation of Faculty Reflect on Learning to Teach in Higher Education*, with Robinson, JM, O’Loughlin, VD, Kearns, KD, Plummer, L Eds. [Under review]; Co-author, with King, SM; Higelin Ponce de León, R, “Conexiones Globales y Locales en Entierros Coloniales en Nejapa, Oaxaca.” *Anales de Antropología* [Forthcoming]; Co-author, King, SM, “New Materials – New Technologies? Postclassic and Early Colonial Technological Transitions in the Nejapa Region of Oaxaca, México.” In *Technology and Tradition in Mesoamerica after the Spanish Invasion*, University of New México Press with Alexander, R Ed. [In press]; 2014, Co-author, with King, SM; Workinger, A; Badillo, AE; Jarquín Enríquez, J, “Más que Conquista: Un Cuento de Dos Fortalezas en la Región de Nejapa.” *Cuadernos del Sur* 19(36); 2012, Co-author, King, SM, “Moving toward public archaeology in the Nejapa Valley of Oaxaca, México.” *Chungara Revista de Antropología Chilena* 44(3)

Recent Recognitions/Awards/Honors: Society for American Archaeology Taskforce member for redesigning the 'For the Public' webpages, 2015-Present; Appointed member of the Public Education Committee for the Society for American Archaeology, 2013-2015; Outstanding Associate Instructor Award for a Stand-Alone course from the Department of Anthropology, Indiana University, 2015; Dissertation Year Research Fellowship from Indiana University College of Arts and Sciences, 2013; Foreign Language and Area Studies Fellowship (FLAS) in Yucatec Maya Academic Year, 2008 & 2009

Suriati Abas

Title/Department: Language and Program Coordinator for Bridges: Children, Languages, World, School of Global and International Studies; (not applicable)

Education: MA, Nanyang Technological Univ., 2011; BA, Nanyang Technological Univ., 2007

Academic Experience: 2016-Present, Language and Program Coordinator for Bridges: Children, Languages, World, Indiana Univ.; 2016, Associate Instructor, Department of Second Language Studies, Indiana Univ.; 2013-2016, Associate Instructor, Department of English, Indiana Univ.; 2001-2013, Education Officer, Ministry of Education, Singapore

Overseas Experience: Argentina, Australia, New Zealand, Peru, Singapore

Pedagogy Training for Language: Attended workshops conducted by CITL and CLE at IUB

Language Proficiency: English 5, Malay 3, Spanish 3, Chinese 2, Arabic 1, Tamil 1

Percentage of Instructional Content Area Expertise: International 100%

Number of Area/International Studies, Language Courses Taught: 2

Relevant Sample Courses: Reading, Writing and Inquiry I; Academic Literacy Development Level 3

Research/Training Specialization: The linguistic landscape of Buenos Aires, Argentina

Number of Recent Publications: 5 **Relevant Samples:** Sole author, "Cosmopolitanism in ethnic foodscapes of Bloomington, Indiana." In *Linguistic Landscape. An international Journal* [Forthcoming]; 2018, Co-author, with Damico, J, "The language of activism. Representations of social justice in a university space in Argentina." In *Case Studies of Social Justice*. Routledge with Avineri, N; Graham, LR; Johnson, E; Riner, R; Rosa, J, Eds.; 2018, Co-author, with Damico, J, "Teaching in Linguistically Diverse Classrooms." In *Comprehensive Multicultural Education 9th ed*. Pearson with Bennett, CI Ed.

Recent Recognitions/Awards/Honors: American Educational Research Association Writing and Literacies Special Interest Group; Associate Academy of Singapore Teachers Outstanding contribution to the Professional Development of Teachers Award; Editorial Review Board for *Indiana Reading Journal*

Robert Agranoff

Title/Department: Professor Emeritus, School of Public and Environmental Affairs; (not applicable)

Education: PhD, Univ. of Pittsburg, 1967; MA, Univ. of Pittsburg, 1963

Academic Experience: 1980-2001, Professor, Indiana Univ.

Overseas Experience: Spain (affiliated with Ortega y Gasset)

Language Proficiency: Spanish 4

Percentage of Instructional Content Area Expertise: International 35%

Number of Area/International Studies, Language Courses Taught: 3

Relevant Sample Courses: Intergovernmental Management/Relations; Urban Problems and Solutions; "Think Global, Act Local"

Research/Training Specialization: Federalism and intergovernmental relations

Number of Recent Publications: 12 **Relevant Samples:** 2017, Sole author, "Crossing Boundaries: The Rise of Intergovernmental Management." Georgetown University Press [Forthcoming]; 2010, Sole author, "Local Governments and their Intergovernmental Networks in Federalizing Spain." McGill-Queen's University Press

Dissertations and/or Theses Supervised over Past Five Years: 4

Recent Recognitions/Awards/Honors: Fullbright Scholar to Spain in 1990

Yasuko Akiyama

Title/Department: Senior Lecturer, Department of East Asian Languages and Cultures; (not applicable)

Education: PhD, Univ. of Iowa, 2003

Academic Experience: 2013-Present, Senior Lecturer, Indiana Univ.; 2010-2012, Lecturer, Univ. of Iowa

Pedagogy Training for Language: PhD, Language, Literacy, & Culture

Language Proficiency: Japanese 5, French 2

Percentage of Instructional Content Area Expertise: East Asian Languages 100%

Number of Area/International Studies, Language Courses Taught: 2

Relevant Sample Courses: Japanese for Advanced Beginners

Research/Training Specialization: Second Language Writing; Culture Learning; Translation

Recent Recognitions/Awards/Honors: Trustees Teaching Award, 2015

Salman H. Alani

Title/Department: Professor of Arabic Languages and Linguistics, Department of Near Eastern Languages and Cultures; Director, Arabic Flagship Program; (tenured)

Education: PhD, Indiana Univ., 1963; MAT, Indiana Univ., 1961; BA, Univ. of Baghdad, 1958

Academic Experience: 1974-Present, Professor of Arabic Languages and Linguistics, Indiana Univ.

Overseas Experience: Visiting Professor of Linguistics, King Abdulaziz Univ., Jeddah, Saudi Arabia, 1976, 1983; Visiting Professor of Linguistics, Kuwait Univ., Kuwait 1987-88; over 30 years of research in Middle East

Pedagogy Training for Language: PhD

Language Proficiency: Arabic 5, English 4, Persian 1, French 1, German 1

Percentage of Instructional Content Area Expertise: Middle Eastern Languages 100% (with Islamic Studies)

Number of Area/International Studies, Language Courses Taught: 14

Relevant Sample Courses: Arabic Language Courses; Multimedia Arabic; Advanced Arabic Composition I and II; Arabic Morphology and Syntax; Classical Arabic Literature; Arabic Literature

Research/Training Specialization: Arabic linguistics with a special emphasis on phonetics, phonology, morphology, and syntax; Teaching Arabic as a second language with the application of Computer Assisted Language Learning (CALL); Translation

Number of Recent Publications: 4 **Relevant Samples:** 2010, Co-translator and editor, with Taymiyyah, I, "Kitab Al-Iman: Book of Faith." Iman Publishing House with Tel, SA Ed.; 2016, Co-author, with Gadoua, A, "An Analytical Translation of the Book of al-Luma' fi al-Nahw 'Flashes on Syntax'." *Journal of Arabic Linguistics Tradition* 15

Dissertations and/or Theses Supervised over Past Five Years: 1

Recent Recognitions/Awards/Honors: Director and Administrator for the Arabic Proficiency Test for Indiana and neighboring states 1978-Present; Life Member of the Literary Club of Jeddah, Saudi Arabia, 1983-Present

Feisal Amin Rasoul Al-Istrabadi

Title/Department: Professor of Practice, Maurer School of Law; Founding Director, Center for the Study of the Middle East; (non-tenure track)

Education: SJD, Northwestern Univ., 2009; JD, Indiana Univ., 1988; LLM, Northwestern Univ., 2005; BA, Indiana Univ., 1986

Academic Experience: 2007-Present, Professor of Practice, Maurer School of Law, Indiana Univ.; 2010-Present, Director, Center for the Study of the Middle East, Indiana Univ.; 2004-2007, Ambassador Extraordinary and Plenipotentiary, Deputy Permanent Representative of Iraq to the United Nations

Overseas Experience: Iraq, Jordan, United Arab Emirates, Kuwait, United Kingdom, Europe

Language Proficiency: Arabic 4, German 3, French 1, Turkish 1, Hebrew 1

Percentage of Instructional Content Area Expertise: International 50% (and Middle Eastern and Islamic Studies)

Number of Area/International Studies, Language Courses Taught: 6

Relevant Sample Courses: Constitutional Design in Multiethnic Societies; Democratization in the Middle East; Feminist Readings of Islamic Legal Texts; Law and Development

Research/Training Specialization: The emergence of the rule of law and establishment of legal institutions in transitional processes, focusing on Iraq and the Middle East

Number of Recent Publications: 5 **Relevant Samples:** Sole author, "The Iraqi Supreme Criminal Tribunal: National and International Dimensions." Cambridge University Press [Forthcoming]; 2018, Co-editor, "The Future of ISIS Regional and International Implications." Brookings Institution Press with Ganguly, S Ed.; 2014, Sole author, "The Limits of Legality: Assessing Recent International Interventions in Civil Conflicts in the Middle-East." *Maryland Journal of International Law* 2014(29)

Dissertations and/or Theses Supervised over Past Five Years: 4

Recent Recognitions/Awards/Honors: Senior Fellow for Legal Reform and Development in the Arab World, the International Human Rights Law Institute, DePaul University, 2003-present; Deputy Permanent Representative of Iraq to the United Nations, 2004-2010; Chairman, Iraqi Mission Security Council Resolutions Committee, 2006-2010

Keera Allendorf

Title/Department: Associate Professor, Department of Sociology; Associate Professor, Department of International Studies; (tenured)

Education: PhD, Univ. of Wisconsin-Madison, 2009; MS, Univ. of Wisconsin-Madison, 2004; BA, Carleton College, 2000

Academic Experience: 2017-Present, Associate Professor Sociology and International Studies, Indiana Univ.; 2013-2017, Assistant Professor Sociology and International Studies, Indiana Univ.; 2010-2013, Assistant Professor Sociology, Univ. of Illinois at Urbana-Champaign; 2009-2010, NICHD Postdoctoral Fellow, Univ. of Michigan

Overseas Experience: India, Nepal

Language Proficiency: Hindi 2, Nepali 2

Percentage of Instructional Content Area Expertise: International 100% (with SE Asian Studies)

Research/Training Specialization: Population; Family; Health; Gender; Methods

Number of Recent Publications: 13 **Relevant Samples:** 2017, Co-author, with Thornton, A; Mitchell, C; Young-DeMarco, L; Ghimire, DJ, "Early Women, Late Men: Timing Attitudes and Gender Differences in Marriage." *Journal of Marriage and Family* 79(5); 2017, Sole author, "Like Her Own: Ideals and Experiences of the Mother-in-law/Daughter-in-law Relationship." *Journal of Family Issues* 38(15); 2017, Sole author, "Conflict and Compatibility? Developmental Idealism and Gendered Differences in Marital Choice." *Journal of Marriage and Family* 79 (2); 2016, Co-author, with Pandian, RK, "The Decline of Arranged Marriage? Marital Change and Continuity in India." *Population and Development Review* 42(3); 2015, Co-author, with Thornton, A, "Caste and Choice: The Influence of Developmental Idealism on Marriage Behavior." *American Journal of Sociology* 121(1)

Iman Alramadan

Title/Department: Lecturer of Arabic, Near Eastern Languages and Cultures; (non-tenure track)

Education: PhD, Université Jean Moulin, Lyon3, 2007; MA, Univ. of Aleppo, Syria, 1998; Post-graduate Diploma, Univ. of Aleppo, Syria, 1993; BA, Univ. of Aleppo, Syria, 1991

Academic Experience: 2015-Present, Lecturer of Arabic, Indiana Univ.; 2013-2015, Visiting Lecturer in Arabic Language, Univ. of Florida; 2010-2011, Practicing Professor of Linguistics, Al-Baath Univ., Homs, Syria

Overseas Experience: Syria

Pedagogy Training for Language: PhD, linguistics

Language Proficiency: Arabic 5, Syrian Arabic 5, English 5, French 5

Percentage of Instructional Content Area Expertise: Middle Eastern Languages 100%

Number of Area/International Studies, Language Courses Taught: 5

Relevant Sample Courses: Beginning Arabic; Intermediate Arabic; Advanced Arabic; Arabic Composition; Arabic Cinema

Research/Training Specialization: Teaching specialist in Arabic as a foreign language. Arabic grammar and morphology as well as Arabic literature. Using technology with instruction.

Number of Recent Publications: 1 **Relevant Samples:** 2014, Sole author, "Le Lexique Technique de la Médecine Arabe." Press Académiques Francophones; 2007, Sole author, "Pathology Terminology in the Canon of Medicine of Avicenna." *Journal of the University of Aleppo*

Recent Recognitions/Awards/Honors: 2016 IU Trustee Teaching Award

Robert F. Arnove

Title/Department: Chancellor's Professor Emeritus, Department of Educational Leadership and Policy Studies; (tenured)

Education: PhD, Stanford Univ., 1969; MA, Fletcher School of Law and Diplomacy, 1961; BA, Univ. of Michigan, 1959

Academic Experience: 1969-Present, Chancellor's Professor Emeritus, Indiana Univ.; 2014, Visiting Scholar, Univ. of Nagoya; 2011, Visiting Professor, Fulbright Senior Scholar, Universidad Nacional de Trés de Febrero; 2003, Visiting Professor, Fulbright Senior Scholar, Universidad Iberoamericana

Overseas Experience: Teaching, consultation and conducting research in every Latin American country. Lectured and served on dissertation committees in Norway, Sweden, Australia, Canada, and Jamaica.

Language Proficiency: Spanish 4, Portuguese 3, French 3, Italian 2, Chinese 2

Percentage of Instructional Content Area Expertise: International 25% (and Latin American/Caribbean, European, and Russian/East European Studies)

Number of Area/International Studies, Language Courses Taught: 6

Relevant Sample Courses: Sociology of Development, Comparative and International Education; Education and Social Change; film courses on Education, Culture, and Colonialism

Research/Training Specialization: Comparative/International education, sociology/anthropology of education focused on education and sociocultural and political change; world-systems analysis; Nicaraguan education under different political regimes.

Number of Recent Publications: 11 **Relevant Samples:** 2013, Co-editor, "Comparative Education: The Dialectic of the Global and the Local." 4th ed. Rowman & Littlefield with Alberto Torres, C; Franz, S Eds.; 2011, Co-author, with Franz, S, "Education and Development in Latin America." In *Understanding Contemporary Latin America* 4th ed., Lynne Rienner Publishers

Dissertations and/or Theses Supervised over Past Five Years: 4

Recent Recognitions/Awards/Honors: Distinguished Rank of Chancellors' Professor, 2001

Mariella I. Arredondo

Title/Department: Associate Director, The Equity Project, Center for Evaluation and Education Policy; (non-tenure track)

Education: PhD, Indiana Univ., 2013; MA, Indiana Univ., 2004; MA, Ohio Univ., 2000; BA, Antioch College, 1998

Academic Experience: 2014-Present, Associate Director, Indiana Univ.; 2011-2014, Research Associate, Indiana Univ.; 2011-2011, Associate Instructor, Indiana Univ.

Language Proficiency: Spanish 5, German 3, Quechua 3, Portuguese 1, Italian 2

Percentage of Instructional Content Area Expertise: International 100%

Research/Training Specialization: My research interests are interdisciplinary and focus on equity in education. Educational policies, practices, curricula, and interventions/solutions targeted at narrowing disparities and eliminating stratification.

Number of Recent Publications: 13 **Relevant Samples:** 2017, Co-author, with Carter, P; Skiba, R; Pollock, M, "You Can't Fix What You Don't Look At: Acknowledging Race in Addressing Racial Discipline Disparities." *Urban Education* 52(2); 2016, Co-author, with Skiba, R; Williams, N, "In and of Itself a Risk Factor: Exclusionary Discipline and the School-to-Prison Pipeline." In *Understanding, Dismantling, and Disrupting the Prison-to-School Pipeline*. Rowman & Littlefield with Fasching-Varner, KJ; Martin, L; Mitchell, RW; Bennett-Haron, K; Daneshzadeh, A Eds.; 2016, Co-author, with Skiba, R; Gray, C, "New and Emerging Knowledge about Discipline Disparities: The Status of Research." In *Inequality in School Discipline: Research and Practice to Reduce Disparities*. Palgrave/MacMillan with Skiba, K; Mediratta, K; Raush, K, Eds.

Recent Recognitions/Awards/Honors: 2013 and 2014 "Exemplary" Annual Performance Review - Center for Evaluation & Education Policy at Indiana University

Sofiya Asher

Title/Department: Lecturer, Department of Slavic and East European Languages and Cultures; Lecturer, Second Language Studies, Intensive English Program; (non-tenure track)

Education: MA TESOL, Univ. of Illinois Urbana-Champaign, 2011; MA, I. Franko Drohobych Pedagogical Univ., 1999

Academic Experience: 2013-Present, Lecturer, Indiana Univ., Bloomington

Overseas Experience: Pedagogical training in Poland (2017, 1 week)

Pedagogy Training for Language: MA TESOL, ACTFL Certification in Ukrainian and Russian

Language Proficiency: Ukrainian 5, Polish 4, Russian 4, French 3, German 2, English 4

Percentage of Instructional Content Area Expertise: International 25% (and Russian/East European Studies)

Number of Area/International Studies, Language Courses Taught: 4

Relevant Sample Courses: Intermediate Russian; Elementary Polish; ESL; Introduction to Polish Culture

Research/Training Specialization: Russian, Polish, and Ukrainian Languages; English as a Second Language

David B. Audretsch

Title/Department: Distinguished Professor, School of Public and Environmental Affairs; Ameritech Chair of Economic Development, School of Public and Environmental Affairs; (tenured)

Education: PhD, Univ. of Wisconsin, 1980; MS, Univ. of Wisconsin, 1979; BA, Drew Univ., 1976

Academic Experience: 1998-Present, Distinguished Professor, Indiana Univ.; 1998-Present, Ameritech Chair of Economic Development, Indiana Univ.; 1998-Present, Director, Institute for Development Strategies, Indiana Univ.; 2017-Present, Adjunct Professor, Entrepreneurship and Innovation, Univ. of Adelaide; 2012-Present, Adjunct Professor, Management and Entrepreneurship, Indiana Univ.

Overseas Experience: Germany, Italy, Australia

Language Proficiency: German 4

Percentage of Instructional Content Area Expertise: International 25% (and European Studies)

Number of Area/International Studies, Language Courses Taught: 4

Relevant Sample Courses: Metropolitan Development of Berlin; Global Perspectives on Private and Public Sector Interaction -- Bavaria and Lombardia; The Economics of Europe

Research/Training Specialization: The links between government policy; Innovation and international competitiveness in the globalized economy

Number of Recent Publications: 16 **Relevant Samples:** 2018, Co-author, with Lehmann, EE; Schenkenhofer, J, "Internationalization Strategies of Hidden Champions: Lessons from Germany." *Multinational Business Review*; 2017, Co-author, with Chowdhury F, Sameeksha D, "Corruption, Entrepreneurship and Social Welfare: A Global Perspective." Springer

Dissertations and/or Theses Supervised over Past Five Years: 13

Recent Recognitions/Awards/Honors: Global Award for Entrepreneurship Research by the Swedish Foundation for Entrepreneurship; Schumpeter Prize from the University of Wuppertal; Received honorary doctorate degrees from the University of Augsburg, Jonköping University and the University of Siegen

Emily Bagienski

Title/Department: Program Manager, Center for International Business Education & Research, IU Institute for International Business; (not applicable)

Education: BA, College of William & Mary, 2006

Academic Experience: 2013-Present, Program Manager, Institute for International Business, Kelley School of Business; 2011-2013, Assistant Language Teacher, JET Program, Minamisanriku Board of Education, Miyagi, Japan; 2008-2011, Assistant to the Director, National Institute for American History & Democracy, College of William & Mary; 2006-2007, Assistant Language Teacher, JET Program, Daito High School & Ohara Vocational High School, Iwate, Japan

Overseas Experience: Japan: JET Program in Miyagi, ALT for 2 years; Japan: JET Program in Iwate, ALT for 1 year; Japan: Internship at Yokosuka Naval Base for 7 weeks

Language Proficiency: Japanese 3, French 2

Percentage of Instructional Content Area Expertise: International 75%

Research/Training Specialization: EFL in Japan at elementary, junior high, & high school levels; Managed academic summer programs in early American history for HS students at the College of William & Mary

John Bailey

Title/Department: Station Operations Director, WFIU; Instructor, The Media School; (not applicable)

Education: BA, Univ. of Missouri, 1997

Academic Experience: 2015-Present, Instructor, Indiana Univ.

Job Experience: 2013-Present, Program Director, WFIU; 2011-2013 Marketing Director, WFIU; 2004-2010, Program Director, KBIA 91.3 FM

Research/Training Specialization: Media Marketing and Promotion

Russell D. Baker

Title/Department: Ivy Tech Community College, Office of the President, Vice President for Academic Affairs; (non-tenure track)

Education: EdD, Ball State Univ., 2001; MA, Kent State Univ., 1983; BA, Huntington Univ., 1981

Academic Experience: Vice Chancellor for Academic Affairs, Ivy Tech Community College, 2006-present; Associate Vice President of the College of Business and Arts, Indiana Institute of Technology, 2000-2006

Percentage of Instructional Content Area Expertise: International 15%

Recent Recognitions/Awards/Honors: Co-Principal Investigator of the Global Learning Across Indiana Project, UISFL Grant, in partnership with the IU Center for the Study of Global Change; Member, Indiana Language Roadmap Advisory Board; Member— Center for International Business Education and Research (CIBER) Advisory Council; Member, Peer Review Corps—Higher Learning Commission.

Hussein Banai

Title/Department: Assistant Professor, Department of International Studies; (tenure track)

Education: PhD, Brown Univ., 2012; MSc, The London School of Economics and Political Science, 2005; BA, York Univ., 2003

Academic Experience: 2016-Present, Assistant Professor, Indiana Univ.; 2012-2015, Assistant Professor, Occidental College; 2011-2012, Visiting Professor, Brown Univ.; 2008-Present, Research Affiliate, Massachusetts Institute of Technology

Overseas Experience: United Kingdom (2015, 1 month)

Language Proficiency: Persian 5, Arabic 2

Percentage of Instructional Content Area Expertise: International 100% (with Middle Eastern Studies)

Number of Area/International Studies, Language Courses Taught: 7

Relevant Sample Courses: Introduction to International Studies; International Political Thought; Democracy in Global Politics; War, States, and Peoples; International Security

Research/Training Specialization: International and comparative political thoughts; Diplomatic history and practice; US-Iran relations; Democratic theory; Modern Iranian politics; International law

Number of Recent Publications: 21 **Relevant Samples:** Sole author, "Hidden Liberalism: Progress and Prudence in Modern Iran." [Forthcoming]; 2016, Sole author, "Political Legitimacy, Contingency, and Rights in the Middle East and North Africa." In The Routledge Handbook of Human Rights in the Middle East 1st Routledge with Chase, AT Ed.; 2018, Sole author, "International and Regional Responses to ISIS." In The Future of ISIS: Regional and International Implications, Brookings Institution Press with Ganguly, S; Istrabadi, F Eds.

Dissertations and/or Theses Supervised over Past Five Years: 3

Recent Recognitions/Awards/Honors: Global Ethics Fellow, Carnegie Council for Ethics in International Affairs

Yingling Bao

Title/Department: Senior Lecturer, Department of East Asian Languages and Cultures; (non-tenure track)

Education: MA, Shanghai Univ. of Finance and Economics, 2009; BA, East China Normal Univ., 2007

Academic Experience: 2017-Present, Senior Lecturer, Indiana Univ.; 2011-2017, Lecturer, Indiana Univ.

Overseas Experience: Exchange student in Japan

Pedagogy Training for Language: ABD, Language education, ACTFL OPI certification

Language Proficiency: Chinese 5, English 4

Percentage of Instructional Content Area Expertise: East Asian Languages 100%

Number of Area/International Studies, Language Courses Taught: 3

Relevant Sample Courses: First-Year Chinese, Fourth-Year Chinese

Research/Training Specialization: 1st to 5th year Chinese language courses

Number of Recent Publications: 1 **Relevant Samples:** 2012, Co-author, with Zhou, H, "复合趋向结构“V+过来/过去”的对称与不对称 Symmetric and Asymmetric Analysis of Compound Direction

Structure ‘V+guolai(过来)/guoqu(过去)’.” 语言教学与研究 Language Teaching and Linguistic Studies

Dissertations and/or Theses Supervised over Past Five Years: 5

Recent Recognitions/Awards/Honors: IU Trustee Teaching Award for lecturer and clinical professional (2013)

Sarah Bauerle Danzman

Title/Department: Assistant Professor, Department of International Studies; (tenure track)

Education: PhD, Univ. of North Carolina, Chapel Hill, 2014; MA, Univ. of North Carolina, Chapel Hill, 2010; BA, Villanova Univ., 2005

Academic Experience: 2015-Present, Assistant Professor, Indiana Univ. Bloomington

Overseas Experience: Field work in Turkey (2016, 1 week), field work in Kenya (2016, 1 week), research in Costa Rica (2004, 8 weeks)

Language Proficiency: Spanish 2, French 2

Percentage of Instructional Content Area Expertise: International 100%

Number of Area/International Studies, Language Courses Taught: 5

Relevant Sample Courses: Global Development; Global Economic Governance; Multinational Firms in the Global Economy; Harnessing Foreign Investment for Development

Research/Teaching Specialization: Global economic governance; Political economy of development; Multinational firms and development

Number of Recent Publications: 11 **Relevant Samples:** Co-author, with Oatley, T; Winecoff, W, "American Hegemony, Global Capital Cycles, and Crises." *International Studies Quarterly* [In press]; Sole author, "The Political Economy of Bilateral Investment Treaties: The Conditional Effects of BITs on FDI Flows and Domestic Politics." In Research Handbook on Foreign Direct Investment, Edward Elgar Publishing with Krajewski, M Ed. [In press]; 2016, Sole author, "Contracting with Whom? The Differential Effects of BITs on Mitigating Sources of Investment Risk." *International Interactions* 42(3); 2013, Co-author, with Oatley, T; Winecoff, WK; Pennock, A, "The Political Economy of Global Finance: A Network Model." *Perspectives on Politics* 11(1)

Dissertations and/or Theses Supervised over Past Five Years: 2

Andrew M. Bell

Title/Department: Assistant Professor, Department of International Studies; (tenure track)

Education: PhD, Duke Univ., 2015; MA, Duke Univ., 2012; MTS, Duke Divinity School, 2008; JD, MA, Univ. of Virginia School of Law and Graduate School, 2001; AB, Duke Univ., 1998

Academic Experience: 2017-Present, Assistant Professor International Studies, Indiana Univ.; 2016-2017, Postdoctoral Research Fellow Law and Policy, International Committee of the Red Cross; 2016-2017, Research Fellow, United States Naval Academy; 2016-2017, Visiting Scholar Security and Conflict Studies, The George Washington Univ.

Overseas Experience: Australia (2017, 1 week), Philippines (2016, 2 weeks), Germany (2005-2012, 2 months/year), Uganda (2010, 2012, 1 month), Malawi (2008, 2 months), Russia (2010, 2 months), Japan (2002-2005), Iraq (2004, 3 months), Afghanistan (2008-2009, 6 months)

Language Proficiency: Russian 2, French 1

Percentage of Instructional Content Area Expertise: International 100%

Number of Area/International Studies, Language Courses Taught: 3

Relevant Sample Courses: Violence Against Civilians in War; Diplomacy, Security, Governance; Challenges of Modern Conflict

Research/Training Specialization: The role of norms and law in influencing conflict behavior; International Security; Law of armed conflict; Humanitarian intervention; Military culture; Ethics in war

Number of Recent Publications: 5 **Relevant Samples:** 2016, Sole author, "Military Culture and Restraint toward Civilians in War: Examining the Ugandan Civil Wars." *Security Studies* 25(3); 2013, Sole author, "Using Force against the Weapons of the Weak: Examining a Chemical-Biological Weapons Usage Criterion for Unilateral Humanitarian Intervention under the Responsibility to Protect." *Cardozo Journal of International and Comparative Law* 22(1)

Recent Recognitions/Awards/Honors: Post-doctoral Fellow, Roots of Restraint in War Study (co-PI), International Committee of the Red Cross; Bradley Foundation Fellow; Foreign Language and Area Studies Fellowship, Russian

Jennifer Bellville

Title/Department: Evaluation Specialist, Thomas P. Miller & Associates; (not applicable)

Education: MPA, School of Public & Environmental Affairs at Indiana Univ., 2012; BA, Univ. of Wisconsin - Madison, 2009

Academic Experience: 2017-Present, Evaluation Specialist, Thomas P. Miller & Associates; 2015-2017, Assistant Director, Thomas P. Miller & Associates; 2014-2015, Senior Project Consultant, Thomas P. Miller & Associates; 2012-2014, Project Consultant, Thomas P. Miller & Associates; 2010-2011, Ryan Fellow, The Indy Partnership

Overseas Experience: Kenya, South Sudan, Uganda, China, India, Indonesia, Tibet, Guatemala, France, Germany, The Netherlands, Switzerland, Canada, Mexico

Research/Training Specialization: Design and implementation of qualitative & mixed-methods evaluations; Developing research questions, methodology frameworks, logic models & program diagrams, data visualization, accessible reports, & feedback-loops

Number of Recent Publications: 5 **Relevant Samples:** 2017, Co-author, with Chamberlin, M; Frisby, M; Romano, G; Strem, L, "Cincinnati State Technical & Community College GCMCA USDOL Final Evaluation Report."; 2017, Co-author, with Jenner, E; Leger, R; Schoeph, K; Wilkinson, A, et al., "Bridging the Gap USDOL Final Evaluation Report."; 2016, Co-author, with Barrett, D; Dickinson, S; Dunn, N; Jiao, Y; Naylor, B; Waterson, T, "Steps Up to STEM Workforce Innovation Fund Final Evaluation Report." With Carlson, E Ed.

Recent Recognitions/Awards/Honors: Indiana Evaluation Association, Vice President of the Board & Program Committee Chair; American Evaluation Association; EvaluATE NSF ATE Evaluation Fellow; John W. Ryan Fellow

Mary Bensen McMullen

Title/Department: Professor of Curriculum Studies in Early Childhood Education, School of Education; (tenured)

Education: PhD, Florida State Univ., 1992; MS, Florida State Univ., 1987; BS, Michigan State Univ., 1981

Academic Experience: 2007-Present, Professor of Curriculum Studies in Early Childhood Education, Indiana Univ.; 2013-2019, Visiting Professor of Early Childhood Education, Canterbury Christ Church Univ.; 2013-Present, Associate Chair of the Department of Curriculum and Instruction, Indiana Univ.; 2005-2010, Associate Dean for Graduate Studies, Indiana Univ.; 1995-2001, Assistant Professor of Curriculum Studies in Early Childhood Education, Indiana Univ.

Overseas Experience: Research engaged in the following countries: England, Japan, China, Taiwan, New Zealand, and Turkey

Percentage of Instructional Content Area Expertise: International 75%

Research/Training Specialization: Current research: A study of caring for very young children (one-year-olds) in four cultural contexts – U.S., England, New Zealand, and Hong Kong (China)

Number of Recent Publications: 28 **Relevant Samples:** 2016, Co-author, with Buzzelli, C; Yun, N.R, "Pedagogies of care for wellbeing." In Routledge International Handbook of Philosophies and Theories of Early Childhood Education. Taylor and Francis with David, T; Powell, S; Gooch, K Eds.; 2008, Co-author, with Wang, J; Elicker, J; Mao, S, "Chinese and American preschool teachers' beliefs about early childhood curriculum." *Early Child Development & Care* 176(8)

Dissertations and/or Theses Supervised over Past Five Years: 22

Recent Recognitions/Awards/Honors: 2014 Burton W. Gorman Teaching Award, School of Education; 2012 IU Trustees Teaching Award; 2007 Educator of the Year for Higher Education, Indiana Association for the Education of Young Children; 2005 IU President's Award for Teaching Excellence

David L. Bosco

Title/Department: Associate Professor, Department of International Studies; (tenured)

Education: JD, Harvard Law School, 2001; MPhil, Cambridge Univ., 1996; AB, Harvard College, 1995

Academic Experience: 2016-Present, Associate Professor, Indiana Univ.; 2007-2016, Assistant Professor, American Univ.; 2006-Present, Contributing Editor, Foreign Policy Magazine; 2004-2006, Senior Editor, Foreign Policy Magazine; 2002-2004, Attorney, Cleary, Gottlieb, Steen & Hamilton

Overseas Experience: Netherlands, Qatar, Germany, Sudan, Democratic Republic of Congo, Cote d'Ivoire, Kenya, China

Language Proficiency: Spanish 3, French 1

Percentage of Instructional Content Area Expertise: International 100%

Number of Area/International Studies, Language Courses Taught: 7

Relevant Sample Courses: International Organizations; Ethics and International Affairs; UN Security Council; World Politics; Foundations of Global Governance; The International Criminal Court

Research/Training Specialization: International organizations; International law; Global governance

Number of Recent Publications: 23 **Relevant Samples:** 2014, Sole author, "Rough Justice: The International Criminal Court in a World of Power Politics." Oxford University Press; Sole author, "The Poseidon Project: The Struggle to Govern the World's Oceans." Oxford University Press [Forthcoming]; 2015, Co-author, with Stuenkel, O, "The Rhetoric and Reality of Brazilian Multilateralism." In *Brazil on the Global Stage: Power, Ideas, and the Liberal International Order* Palgrave MacMillan with Taylor, MM; Stuenkel, O Eds.

Dissertations and/or Theses Supervised over Past Five Years: 6

Recent Recognitions/Awards/Honors: Faculty Research Support Grant (2012-2013); Dean's Collaborative Research Award (2012-2013); Fulbright Scholar (2001-2002); Frederick Sheldon Prize, Harvard University (2001)

Purnima Bose

Title/Department: Interim Chair, Associate Professor, International Studies; Associate Professor, English; (tenured)

Education: PhD, Univ. of Texas, 1993; BA, Notre Dame Univ., 1984

Academic Experience: 2013-Present, Associate Professor, International Studies, Indiana Univ.; 2001-Present, Associate Professor, English, Indiana Univ.; 1993-2001, Assistant Professor, English, Indiana Univ.

Language Proficiency: Hindi 5, French 2

Percentage of Instructional Content Area Expertise: International 100% (with Southeast Asian Studies)

Number of Area/International Studies, Language Courses Taught: 6

Relevant Sample Courses: Identity and Conflict; Partition in South Asia, Germany, Israel/Palestine; Women and Work in the Global Economy; Colonialism and Globalization

Research/Training Specialization: Indian & Irish Nationalism; Feminist Movements in India and Ireland; British Colonialism; Corporations and Neo-liberalism; US Intervention Afghanistan.

Number of Recent Publications: 10 **Relevant Samples:** 2017, Sole author, "Canine Rescue, Civilian Casualties, and the Long Gulf War." In *In/Visible War: The Culture of War in 21st Century America*, Rutgers University Press with Lucaites, J; Simons, J Eds.; 2015, Sole author, "Without Osama: Tere Bin Laden and the Critique of the War on Terror." In *Covering Bin Laden: Global Media and the World's Most Wanted Man*. University of Illinois Press with Al-Sumait, F; Jeffords, S Eds.; 2011, Sole author, "Transnational Resistance and Fictive Truths: Virendranath Chattopadhyaya, Agnes Smedley, and the Indian Nationalist Movement." *Journal of South Asian History and Culture* 2(4)

Dissertations and/or Theses Supervised over Past Five Years: 8

Gardner Bovingdon

Title/Department: Associate Professor, Department of Central Eurasian Studies; Associate Professor, Department of East Asian Languages and Cultures; (tenured)

Education: PhD, Cornell Univ., 2002; MA, Cornell Univ., 1995; AB, Princeton Univ., 1988

Academic Experience: 2013-Present, Associate Professor of International Studies, Indiana Univ.; 2003-Present, Associate and Assistant Professor of Central Eurasian Studies, Indiana Univ.; 2015-Present, Director of Graduate Studies, Indiana Univ.

Overseas Experience: Lengthy visits to Xinjiang Uyghur Autonomous Region (China), Taiwan, Kyrgyzstan, Kazakhstan

Language Proficiency: Mandarin 4, Uyghur 4, Japanese 3, Russian 3, Nepali 2, Latin 1, Kazakh 2,

Percentage of Instructional Content Area Expertise: International 100% (with Central Asian and Islamic Studies)

Number of Area/International Studies, Language Courses Taught: 8

Relevant Sample Courses: The Rise of the Global City; Teaching Area Studies; Human Rights in World Politics; The Politics of Modern Central Eurasia; Oil Islam and Geopolitics

Research/Training Specialization: Politics in contemporary Xinjiang; History of modern Xinjiang; Historiography in China; Nationalism and ethnic conflict

Number of Recent Publications: 4 **Relevant Samples:** 2015, Sole author, "Conclusions." In Language, Education and Uyghur Identity in Urban Xinjiang. Routledge with Finley, JS; Zang, X Eds.; 2014, Sole author, "Hu Wants Something New: Discourse and the Deep Structure of Minzu Policies in China." In Social Difference and Constitutionalism in Pan-Asia. Cambridge University Press with Williams, SH Ed.

Dissertations and/or Theses Supervised over Past Five Years: 45

Recent Recognitions/Awards/Honors: IAUNRC course development grant, Indiana University, 2016; Trustees' Faculty Teaching Award, Indiana University, 2005

Brett Bowles

Title/Department: Associate Professor, Department of French and Italian; Director, Institute for European Studies; (tenured)

Education: PhD, Pennsylvania State Univ., 1998; MA, Univ. of Virginia, 1994; BA Univ. of Virginia, 1992

Academic Experience: 2011-Present, Associate Professor of French Studies, Indiana Univ.; 2006-2010, Associate Professor of French Studies, State Univ. of New York, Albany; 1998-2005, Assistant Professor of French, Iowa State Univ.

Overseas Experience: Presentations at conferences in Europe (France, Belgium, United Kingdom); Sabbatical semester in Paris (Fall 2013); Yearly research stays of 2-4 weeks in Paris and Berlin

Language Proficiency: French 3, Spanish 2, German 1

Percentage of Instructional Content Area Expertise: European Studies 100%

Number of Area Studies, International Studies, Language Courses Taught: 12

Relevant Sample Courses: Contemporary France; European Cinema and Society; History of European Cinema; Marginality in French Cinema; Business French, Language & Culture

Research/Training Specialization: Twentieth-century European cultural history; Mass media, society, and politics; History of European cinema; Ethics of media representation

Number of Recent Publications: 1 **Relevant Samples:** Editor, "Cinema, Society, and Politics in France and Germany." Berghahn Books [Forthcoming]; 2012, Sole author, "Marcel Pagnol." Manchester University Press; 2012, Sole author, "Performing national consensus: populism in the work of Marcel Pagnol, 1929-38." *French History* 26(3)

Dissertations and/or Theses Supervised over Past Five Years: 4

Recent Recognitions/Awards/Honors: Indiana University, College of Arts & Sciences, Trustees' Teaching Award, May 2018; Franklin Research Grant, American Philosophical Society, February 2012

Leslie A. Bozeman

Title/Department: Director of Curriculum Internationalization, Office of International Affairs, Indiana Univ.-Purdue Univ. Indianapolis; (not applicable)

Education: PhD, Boston College, 2009; MA, American Univ., 1995; BA, American Univ., 1993

Academic Experience: 2015-Present, Director of Curriculum Internationalization, Office of International Affairs, Indiana Univ.-Purdue Univ. Indianapolis; 2013-2015, Associate Director of Global Engagement, Virginia Commonwealth Univ.; 2012-2013, Assistant Director of Global Engagement, Virginia Commonwealth Univ.; 2010-2012, Coordinator, Doctoral Student Services, Virginia Commonwealth Univ.; 2010-2011, International Education Consultant, Virginia Commonwealth Univ.

Overseas Experience: Study abroad program in Argentina (1992, 5 months)

Language Proficiency: Spanish 3, Portuguese 3

Percentage of Instructional Content Area Expertise: International 100%

Research/Training Specialization: The dimensions of national culture and their impact on organizational behavior

Recent Recognitions/Awards/Honors: Fulbright International Education Administrators Award; Doctoral Fellowship; Fulbright-Hays Summer Seminar Award

Olga Bueva

Title/Department: Academic Advisor, College of Arts and Sciences; (not applicable)

Education: MA, Indiana Univ., 2011; BA, Indiana Univ., 2009; BA, Moldova State Univ., 2005

Job Experience: 2017-Present, Academic Advisor, Indiana Univ.; 2013-2017, Assistant Director of Summer Language Workshop, Indiana Univ.; 2012-2013, Student Services Coordinator, Indiana Univ.; 2012-2012, Enrollment and Degree Certifications Assistant, Indiana Univ.

Language Proficiency: Russian 5, Romanian 4, French 2, Spanish 2, Ukrainian 2

Beth Buggenhagen

Title/Department: Associate Professor, Department of Anthropology; (tenured)

Education: PhD, Univ. of Chicago, 2003; MA, Univ. of Chicago, 1995; BA, Univ. of Michigan, 1993

Academic Experience: 2013-Present, Associate Professor of Anthropology, Indiana Univ.; 2006-2013, Assistant Professor of Anthropology, Indiana Univ.

Overseas Experience: Since 1999 has spent 20 months in Senegal

Language Proficiency: French 4, Wolof 4, Arabic 3

Percentage of Instructional Content Area Expertise: International 50% (and Islamic Studies)

Number of Area/International Studies, Language Courses Taught: 4

Relevant Sample Courses: Globalization and Africa; Islam in and out of Africa; Cloth, Gender, Power

Research/Training Specialization: Islam and Gender in Senegal, Islam and Globalization

Number of Recent Publications: 6 **Relevant Samples:** 2012, Sole author, "Muslim Families in Global Senegal. Money Takes Care of Shame." Indiana University Press; 2010, Co-editor, "Hard Work, Hard Times: Global Volatility and African Subjectivities." University of California Press with Makhulu, A-MB; Jackson, S Eds.; 2017, Sole author, "If You Were in My Sneakers: Migration Stories in the Studio Photography of Dakar based Omar Victor Diop." *Visual Anthropology Review* 33(1); 2017, Sole author, "Area Studies and the Challenges of Creating a Space for Public Debate." *Africa Today* 63(2); 2016, Sole author, "Dak' Art 11th Biennale of Contemporary African Art." *African Arts* 49(1)

Recent Recognitions/Awards/Honors: New Frontiers Fellowship in the Arts and Humanities, IU 2016; Institute for Advanced Study, Collaborative Research Award for NEMLIA, IU 2016; Institute for Advanced Study, Residential Fellowship, U 2015; Curatorial Fellowship, IU Mathers Museum of World Cultures, 2012-2015; IU International Short Term Visitors Grant, 2012; IU Overseas Conference Fund, 2012; Fellow, IU College Arts and Humanities Institute, 2008

Lucinda Carspecken

Title/Department: Lecturer, School of Education, Indiana Univ.; (non-tenure track)

Education: PhD, Indiana Univ., 2008; BA, Univ. of Kent, 1978

Academic Experience: 2016-Present, Lecturer, Indiana Univ.; 2015-Present, Researcher, Memory Bridge; 2009-2015, Adjunct Professor, Indiana Univ.; 2008-2008, Graduate Teaching Instructor, Indiana Univ.; 2007-2007, Assistant Teaching Instructor, Indiana Univ.

Overseas Experience: Conference presentation in United Kingdom (2017, 1 week), Discussant for papers at conference in United Kingdom (2015, 1 week), Conference presentation in Israel (2013, 1 week), Conference presentation in Lisbon, Portugal (2011, 1 week)

Language Proficiency: French 3, Spanish 2

Percentage of Instructional Content Area Expertise: International 25% (and Middle Eastern Studies)

Number of Area/International Studies, Language Courses Taught: 4

Relevant Sample Courses: Methodological Approaches to Educational Inquiry; Strategies for Educational Inquiry; Qualitative Inquiry in Education; Writing as Research

Research/Training Specialization: History, poetry and current status of the Alevi in Turkey; Alevi/Sunni life stories and relationships; Educational journeys from Turkey to the United States

Number of Recent Publications: 18 **Relevant Samples:** 2018, Editor, "Love in the Time of Ethnography." Lexington Books; 2018, Sole author, "Ethical Openness in Turkey: An Alevi-Sunni Love Story." In *Love in the Time of Ethnography: Essays on Connection as Basis for Research*. Lexington Books; 2017, Co-editor, "Introduction: Walking the World." *International Journal of Religious Tourism and Pilgrimage* 5(2) with Munro, D; McIntosh, I Eds.; 2014, Co-editor, "Qualitative Research: A Reader in Philosophy Core Concepts and Practice." Peter Lang Publishing with Dennis, B Ed.

Dissertations and/or Theses Supervised over Past Five Years: 10

Donald R. Carver Jr.

Title/Department: Assistant Director, Hoosier Hills Career Center; (not applicable)

Education: MA, Univ. of Cincinnati, 2007; BA, Indiana State Univ., 2004

Job Experience: 2017-Present, Assistant Director, Hoosier Hills Career Center; 2013-2017, Principal, Templeton Elementary School; 2009-2013, Principal, Spencer Elementary School; 2007-2009, Assistant Principal, Spencer Elementary School; 2006-2007, Fourth Grade REACH Advanced Academics Teacher, Hilltop Elementary School

Recent Recognitions/Awards/Honors: Mary E. White Student Teacher of the Year

Vânia Castro

Title/Department: Senior Lecturer and Portuguese Undergraduate Courses Supervisor, Department of Spanish and Portuguese; (non-tenure track)

Education: MA, Indiana Univ., 1994; ABD, Indiana Univ., 1994; BA, Univ. of Brasília, 1987

Academic Experience: 2008-Present, Senior Lecturer and Portuguese Undergraduate Courses Supervisor, Indiana Univ.; 2003-2008, Visiting Lecturer, Indiana Univ.

Overseas Experience: Brazil

Pedagogy Training for Language: ACTFL Workshops

Language Proficiency: Portuguese 5, English 4, Spanish 4

Percentage of Instructional Content Area Expertise: Latin American/Caribbean Languages 100%

Number of Area/International Studies, Language Courses Taught: 14

Relevant Sample Courses: Elementary Portuguese I&II; Intensive Portuguese; Second-Year Portuguese I&II; Advanced Grammar and Composition in Portuguese; Readings in Luso-Brazilian Literature; Reading & Conversation in Portuguese; Introduction to Portuguese; Elementary Spanish I&II; First-Year Spanish; Second-Year Spanish I&II

Research/Training Specialization: Develop curriculum and syllabi for all undergraduate Portuguese language courses; Evaluate the language curriculum that involves new texts and methodologies; Conduct in-class observation of Portuguese instructors

Recent Recognitions/Awards/Honors: 2015 AATSP Indiana Extimo Student Voice Award for Outstanding Portuguese Teaching; 2014 Certification of outstanding efforts in the establishment of the Portuguese Program at The Australian National University; 2012 Student Choice Awards for Outstanding Faculty Member (nomination); 2009 Indiana University NTT Teaching Award (recipient)

Yea-Fen Chen

Title/Department: Professor, Department of East Asian Languages and Cultures; Director, Chinese Flagship Center; (tenured)

Education: PhD, Indiana Univ., Bloomington, 1995; MA, Indiana Univ., Bloomington, 1989; BA, National Taiwan Univ., 1985

Academic Experience: 2013-Present, Professor East Asian Languages and Cultures, Indiana Univ., Bloomington; 2009-2013, Associate Professor Linguistics, Univ. of Wisconsin-Milwaukee; 2008-2009, Associate Professor of Teaching Chinese as a Second Language, National Taiwan Normal Univ.; 2000-2007, Assistant Professor Foreign Languages and Linguistics, Univ. of Wisconsin-Milwaukee;

Overseas Experience: Led a study abroad program in China (2002, 6 weeks), Hong Kong and Taiwan (2004, 2 weeks), Taught at the National Taiwan Normal University (2007-09, 2 yrs), Pedagogical Training in China (2017, 3 days), Field work in Taiwan (2016, 2 weeks)

Pedagogy Training for Language: PhD, Foreign Language Education, ACTFL OPI Certified Tester (2012-2015)

Language Proficiency: Mandarin Chinese 5, Fukuense 3, Cantonese 2

Percentage of Instructional Content Area Expertise: International 10% (and East Asian Languages)

Number of Area/International Studies, Language Courses Taught: 12

Relevant Sample Courses: Chinese Language (all levels); Business Chinese; Contemporary Chinese Culture through Film; Pedagogy for Teaching Chinese as a Second/Foreign Language

Research/Training Specialization: Chinese language, culture, film, and calligraphy; Pedagogy for Teaching Chinese as a Second Language; Heritage Learners of Chinese; Language Learning Strategies

Number of Recent Publications: 1 **Relevant Samples:** 2010, Co-author, with Lee Mehta, F; Hwang, M; Meng, Y; Pierce, N; Yeh, M., "Chaoyue 超越: Advancing in Chinese. (A Textbook for Intermediate and Pre-advanced Students.)" Columbia University Press

Dissertations and/or Theses Supervised over Past Five Years: 8

Judah M. Cohen

Title/Department: Lou & Sybil Mervis Professor, Jewish Studies Program; Associate Professor, Musicology Department; (tenured)

Education: PhD, Harvard Univ., 2002; MA, Harvard Univ., 1998; BA, Yale College, 1995

Academic Experience: 2013-Present, Associate Professor, Department of Musicology, Jacobs School of Music, Indiana Univ.; 2006-Present, Mervis Professor of Jewish Culture, Borns Jewish Studies Program, Indiana Univ.; 2006-2013, Associate and Assistant Professor, Department of Folklore and Ethnomusicology, Indiana Univ.; 2003-2006, Dorot Assistant Professor/Faculty Fellow, Department of Hebrew and Judaic Studies, New York Univ.

Overseas Experience: Fieldwork in Israel (1999, 2 months), HIV/AIDS fieldwork in Uganda (2004, 2 weeks), Research in US Virgin Islands (1994, 1995, 6 months total)

Language Proficiency: French 3, Hebrew 2, German 1, Spanish 1

Percentage of Instructional Content Area Expertise: International 50% (with African, European, and Latin American/Caribbean Studies)

Number of Area/International Studies, Language Courses Taught: 2

Relevant Sample Courses Taught: Music in Judaism; Introduction to World Music

Research/Training Specialization: Music in Jewish life; Musical Theater; Caribbean Jewish history; Music and HIV/AIDS

Number of Recent Publications: 44 **Relevant Samples:** 2011, Co-editor, "The Culture of AIDS in Africa: Hope and Healing Through Music and the Arts." Oxford University Press with Barz, G Ed.; 2017, Co-editor, "Toward Common Cause: Music and Global Health." *Journal of Folklore Research* 24(1-2) with Reed, D; Allison, T Eds.

Dissertations and/or Theses Supervised over Past Five Years: 3

Recent Recognitions/Awards/Honors: Academic Advisory Board Member, Center for Jewish History

Deborah Cohn

Title/Department: Professor, Spanish and Portuguese; Associate Director, College Arts & Humanities Institute; (tenured)

Education: PhD, Brown Univ., 1996; MA, Univ. of Michigan, Ann Arbor, 1990

Academic Experience: 2013-Present, Professor, Spanish & Portuguese, Indiana Univ.; 2001-2013, Associate and Assistant Professor Spanish & Portuguese, Indiana Univ.; 1997-2001, Assistant Professor Hispanic Studies, McGill Univ.; 1995-1997, Assistant Professor Spanish & Portuguese, Columbia Univ.

Overseas Experience: Mexico, Peru, Guatemala, Nicaragua, Chile, Uruguay

Language Proficiency: Spanish 5, French 2, Portuguese 1

Percentage of Instructional Content Area Expertise: International 75% (with Latin American/Caribbean Studies)

Number of Area/International Studies, Language Courses Taught: 7

Relevant Sample Courses: Intro to Hispanic Literature; Panoramas of Hispanic Literature; Hispanic Literature and Society; Hispanic American National/Regional Literatures;

Research/Training Specialization: Cold War cultural diplomacy; literature of the Americas; promotion of Latin American literature in the US during the Cold War; Latinx literature

Number of Recent Publications: 6 **Relevant Samples:** 2016, Sole author, "America." In Keywords for Southern Studies. University of Georgia Press with Romine, S; Greeson, J Eds.; 2016, Sole author, "'In between propaganda and escapism': William Faulkner as Cold War Cultural Ambassador."

Diplomatic History 40(3); 2012, Sole author, "The Latin American Literary Boom and U.S. Nationalism during the Cold War." Vanderbilt University Press;

Dissertations and/or Theses Supervised over Past Five Years: 6

Recent Recognitions/Awards/Honors: National Endowment for the Humanities; Rockefeller Archive Center Research Fellowship; American Philosophical Society

Serafin M. Coronel-Molina

Title/Department: Associate Professor, Department of Literacy, Culture, and Language Education, Department of Literacy, Culture, and Language Education; (tenured)

Education: PhD, Univ. of Pennsylvania, 2017; MA, The Ohio State Univ., 1995; BA, Universidad Ricardo Palma, Lima, Peru, 1980

Academic Experience: 2007-Present, Associate Professor, Indiana Univ.; 2003-2007, Lecturer in Spanish, Princeton Univ.; 2002-2003, Adjunct Assistant Professor, Canisius College; 1999-2001, Lecturer of Spanish and Quechua, Univ. of Michigan; 1997-1999, Project Specialist, International Literacy Institute/UNESCO/Univ. of Pennsylvania

Overseas Experience: Teaching in Taiwan (summer 2016/2017); fieldwork in Taiwan, 2 months (2017); diverse research/teaching in Peru (1987-1993); organized conferences, participated as lecturer worldwide

Language Proficiency: English 4, Spanish 5, French 3, Italian 2, Portuguese 2, Cusco Quechua 4, Chanka Quechua 4, Huanca Quechua 5

Percentage of Instructional Content Area Expertise: International 100% (with Latin American/Caribbean Studies)

Number of Area/International Studies, Language Courses Taught: 8

Relevant Sample Courses: World Englishes & Globalization; Language Revitalization

Research/Training Specialization: Revitalization of Indigenous languages in the Americas; policies and politics of language; language contact phenomena, linguistic landscapes, world languages

Number of Recent Publications: 37 **Relevant Samples:** 2016, Co-editor, "Indigenous language revitalization in the Americas." Routledge with McCarty, TL Ed.

Dissertations and/or Theses Supervised over Past Five Years: 14

Recent Recognitions/Awards/Honors: Recipient, Excellence in Mentoring Award, School of Education, Indiana University; Appointed as "Honorary Translator" by the Peruvian Academy of Translation.

Dionne Cross Francis

Title/Department: Director, Center for P-16 Research and Collaboration; Associate Professor, Mathematics Education; (tenured)

Education: PhD, Univ. of Georgia, 2007; MA, Wake Forest Univ., 2004; Diploma, Univ. of the West Indies, 2000; BA, Univ. of the West Indies, 1997

Academic Experience: 2013-Present, Director of the Center for P-16 Research and Collaboration, Indiana Univ.; 2013-Present, Associate Professor, Indiana Univ.; 2007-2013, Assistant Professor, Indiana Univ.; 2006-2007, Associate Instructor, Univ. of Georgia

Overseas Experience: Pedagogical training in Jamaica (2017, 2011, 4 weeks), Pedagogical training in South Sudan (2014, 1 week), Data collection in Jamaica (2011; 3 weeks), University collaboration in Jamaica (2017, 1 week), Research collaboration in Poland (2018, 1 week)

Language Proficiency: English 5

Percentage of Instructional Content Area Expertise: International 10%

Research/Training Specialization: Examining the cognitive and psychological factors that motivate teachers' behavior; Mathematics education; STEM education

Number of Recent Publications: 24 **Relevant Samples:** Co-author, with Lee, M, "Investigating the relationship among elementary teachers' perceptions of the use of students' thinking, their professional noticing skills, and their teaching practices." *Journal of Mathematical Behavior* [In press]; 2012, Co-author, with Hudson, RA; Adefope, O; Lee, MY; Rapacki, L; Perez, A, "Success made probable: African-American girls' exploration in statistics through project-based learning." *Journal of Urban Mathematics Education* 5(2)

Dissertations and/or Theses Supervised over Past Five Years: 3

Recent Recognitions/Awards/Honor: University of Georgia School of Education Young Alumni Award (2016); K-12 Promotion of Education Award from the Women of Color STEM Conference (2014)

Sibel A. Crum

Title/Department: Lecturer, Department of Central Eurasian Studies; (non-tenure track)

Education: PhD, Indiana Univ., 2006; MA, Hacettepe Univ., 2001

Academic Experience: 2012-Present, Lecturer, Indiana Univ.; 2018-Present, Summer Turkish Language Instructor, Indiana Univ. Summer Language Workshop; 2017-Present, Critical Language Scholarship Campus Advisor, Indiana Univ.; 2016-2017, Advisor of Turkish Flagship Program, Indiana Univ.; 2010-2012, Assistant Professor, Hacettepe Univ.

Overseas Experience: Assistant Professor at Hacettepe Univ. in Ankara, Turkey (2010-12); Visiting Professor at Univ. of Augsburg, Germany (2011); Visiting Professor at Pomeranian Univ., Poland (2010)

Pedagogy Training for Language: ACTFL Turkish Oral Proficiency Interview (OPI) Rater

Language Proficiency: Turkish 5, German 1

Percentage of Instructional Content Area Expertise: Central Eurasian Languages 100%

Number of Area/International Studies, Language Courses Taught: 5

Relevant Sample Courses Taught: Contemporary Turkey; Introductory Turkish; Intermediate Turkish; Advanced Turkish; Introduction to Turkish Culture

Research/Training Specialization: Online language teaching; Teaching Turkish as a foreign language; Motivational profiles of LCTL learners; Language learning strategies; Quantitative and qualitative research in language education

Number of Recent Publications: 1 **Relevant Samples:** 2012, Co-author, with Onursal, A; Unal, CB, "Effects of gender and university major on preparatory school students' use of foreign language learning strategies." *Journal of Education* 42; 2010, Co-author, with Uzun, T, "Digital video technology in foreign language classes: A case study with 'Lost'." *Language Journal* 142(4)

Recent Recognitions/Awards/Honors: Leo and Jay Fay Fellowship Fund for Academic Recognition, School of Education, Indiana Univ.

Nick Cullather

Title/Department: Executive Associate Dean, School of Global and International Studies; Professor, Department of International Studies; Professor, Department of History; (tenured)

Education: PhD, Univ. of Virginia, 1992; MA, Univ. of Virginia, 1988; BA, Indiana Univ., 1981

Academic Experience: 2014-Present, Executive Associate Dean, Indiana Univ.; 2014-Present, Editor, *Diplomatic History*; 2011-Present, Professor, Indiana Univ.; 1998-2010, Associate Professor, Indiana Univ.; 1993-1998, Assistant Professor, Indiana Univ.

Overseas Experience: Fulbright fellowship in Singapore, 2003; Fulbright-Hays research fellowship in Philippines, 1990

Percentage of Instructional Content Area Expertise: International 100%

Number of Area/International Studies, Language Courses Taught: 8

Relevant Sample Courses: Introduction to International Studies; Advanced Topics in Global Development; Seminar in Conflict Studies; Advanced Topics in Diplomacy, Governance, and Security

Research/Training Specialization: US foreign relations; Development; Intelligence

Number of Recent Publications: 8 **Relevant Samples:** 2016, Sole author, "Development and Technopolitics," In *Explaining the History of American Foreign Relations*, 3rd ed. Cambridge University Press with Costigliola, F; Hogan, MJ Eds.; "2010, Sole author, "The Hungry World: America's Cold War Battle Against Poverty in Asia." Harvard University Press

Dissertations and/or Theses Supervised over Past Five Years: 5

Recent Recognitions/Awards/Honors: Ellis W. Hawley Prize, Organization of American Historians, for best book in U.S. economic history, 2011; Robert H. Ferrell Prize, Society for Historians of American Foreign Relations, for best book on international relations history, 2011; Indiana University Trustees Teaching Award, 2010; Meritorious Service Award, Indiana University Department of History, 2008

Edward E. Curtis IV

Title/Department: Millennium Chair of the Liberal Arts and Professor of Religious Studies, School of Liberal Arts, Indiana Univ.-Purdue Univ. Indianapolis; (tenured)

Education: DLitt et Phil, Univ. of South Africa, 2000; MA, Washington Univ. in St. Louis, 1997; BA, Kenyon College, 1993

Academic Experience: 2009-Present, Millennium Chair of the Liberal Arts and Professor of Religious Studies, Indiana Univ.-Purdue Univ. Indianapolis; 2005-2009, Millennium Scholar of the Liberal Arts and Associate Professor of Religious Studies, IUPUI; 2002-2005, Assistant Professor of Religious Studies, Univ. of North Carolina; 2000-2002, Assistant Professor of Religious Studies, Trinity Univ.

Overseas Experience: Jordan, South Africa

Language Proficiency: Arabic 3

Percentage of Instructional Content Area Expertise: International 50% (and Middle Eastern and African Studies)

Number of Area/International Studies, Language Courses Taught: 13

Relevant Sample Courses: Interfaith Activism and Service; Religion and Culture; Comparative Religions; Islam and Modernity; Religion and Racism; History of the Middle East and North Africa

Research/Training Specialization: Islam in the African Diaspora; Islam in modern world; African religions; Middle East Studies; Transnational American Studies

Number of Recent Publications: 25 **Relevant Samples:** 2016, Sole author, "Muslim Americans in the Military: Centuries of Service." Indiana University Press; 2014, Sole author, "The Call of Bilal: Islam in the African Diaspora." In *Islamic Civilization and Muslim Networks* series. University of North Carolina Press with Ernst, CW; Lawrence, BB Eds.

Dissertations and/or Theses Supervised over Past Five Years: 1

Recent Recognitions/Awards/Honors: Joseph T. Taylor Award for Excellence in Diversity, 2018; Thomas Robbins Award for Excellence in the Study of New Religious Movements, 2017

Sharon L. Daley

Title/Department: Clinical Assistant Professor of Literacy, Culture, and Language Education, School of Education; (tenure track)

Education: PhD, Purdue Univ., 2009; MA, Purdue Univ., 2000; MA, Indiana Wesleyan Univ., 1996; BA, Purdue Univ., 1991

Academic Experience: 2012-Present, Clinical Assistant Professor, Indiana Univ.; 2011-2012, Visiting Assistant Professor, Indiana Univ.; 2007-2011, Elementary School Teacher, Winding Ridge Elementary School; 2002-2007, Digital Age Literacy Coach, Metropolitan School District of Lawrence Township;

Overseas Experience: Attended 3rd annual Global Teacher Education Summit in China (2017, 10 days)

Language Proficiency: English 5

Percentage of Instructional Content Area Expertise: International 20%

Number of Area/International Studies, Language Courses Taught: 1

Relevant Sample Courses: Travel to Turin, Italy: From Tourist to Traveler to Temporary Local

Research/Training Specialization: Exploring Italian cultures in an attempt to expand global learning through the lens of Italian fine arts and cultural experiences

Number of Recent Publications: 3 **Relevant Samples:** 2017, Co-author, with Mattingly, D; Connor-Zachocki, J, "Using heuristics to guide collaboration: A classroom teacher and university faculty members teach together." *Indiana Reading Journal* 46(1); 2017, Co-author, with Davis, T; Sydnor, J; Coggin, L, "Purposeful tensions: Lessons learned from metaphors in teacher candidates' digital stories." *The Teacher Educator* 52(4); 2015, Co-author, with Sydnor, J; Coggin, L; Davis, T, "The dialogic construction of a teaching vision: Pre-service teachers imagine their practice." In *Video as a Tool for Reflection in Literacy Education and Research*. Emerald Press with Ortlieb, E Ed.

Recent Recognitions/Awards/Honors: Trustees' Teaching Award (2016); Recipient of Student Choice Award for Excellence in Teaching (2016); Student Choice Award for Excellence in Teaching (2013)

Stephanie DeBoer

Title/Department: Assistant Professor, Communications and Culture, and International Studies; (tenure-track)

Education: PhD, (Critical Studies, School of Cinematic Arts), Univ. of Southern California, 2007

Academic experience: Research and teaching experience in Japanese and Chinese language film and media; global media studies; inter-Asia cultural studies; memory and transnational film/media; critical approaches to digital media in the context of globalization; film and media's intersection with concerns of space, place and mobility

Overseas experience: China, Japan

Language Proficiency: Japanese-4, Chinese Mandarin-3

Percentage of Instructional Content Area Expertise: International 100%

Number of Area/International Studies, Language Courses Taught: 8

Relevant Sample Courses: Global Media Infrastructures; International Communication and Arts

Research/Training Specialization: Japanese and Chinese language film, television, and new media; inter-Asia cultural studies; critical approaches to digital media in the context of globalization; multimedia scholarship; theories of space, place, and mobility

Number of Recent Publications: 7 **Relevant Samples:** 2014, Sole author, "Co-producing Asia: Locating Japanese-Chinese Regional Film and Media." University of Minnesota Press; 2014, Sole author, "Film and Media Locations: Toward an Adequately Dynamic and Scaled Sense of Global Place." In *Framing the Global*. IU Press. With Kahn, K Ed.

Dissertations and/or theses supervised in the past five years: 1

Recent Recognitions/Awards/Honors: 2017 IU Trustees Teaching Award, "Framing the Global" initiative Fellow, Mellon funded initiative to develop book manuscript

Vesna Dimitrieska

Title/Department: Faculty, Researcher, Post-Doctoral Fellow, Director, Global Education Initiatives, Center for P-16 Research and Collaboration; Adjunct, Literacy, Culture, and Language Education; (non-tenure track)

Education: PhD, Indiana Univ. Bloomington, 2016; EdM, Boston Univ., 2009; BA, Sts. Cyril and Methodius Univ., Macedonia, 2001

Academic Experience: 2016-Present, Director, Global Education Initiatives, Indiana Univ.; 2012-2016, Language Program Coordinator, Indiana Univ.; 2003-2012, English instructor, South-East European Univ., Macedonia; 2010-2011, Deputy Director for Academic Issues, South-East Euro. Univ., Macedonia

Overseas Experience: Pedagogical training in China, Macedonia, Mexico, Turkey

Pedagogy Training for Language: PhD, Literacy, Culture, and Language Education

Language Proficiency: Macedonian 5, English 5, Serbian 3

Percentage of Instructional Content Area Expertise: International 100% (with East Asian, Inner Asian and Uralic, and Russian/East European Studies)

Research/Training Specialization: Language education; Language teacher identity; Teacher talk and instructional practices of teachers of less commonly taught languages; Modeling and reflective practices of language teacher educators

Number of Recent Publications: 10 **Relevant Samples:** Sole author, "Becoming a Language Teacher: Tracing the Mediation and Internalization Processes of Pre-Service Teachers." In *Research on teacher identity: Mapping challenges and innovations*. With Shutz, P; Hong, J; Cross, D Eds. [Forthcoming]; Sole author, "Features of teacher talk in the context of less commonly taught languages." *Journal of the National Council of Less Commonly Taught Languages* [Forthcoming]; 2015, Co-author, with Nyikos, M, "A model for community-based language teaching to young learners." *Journal of the National Council of Less Commonly Taught Languages* 17

Recent Recognitions/Awards/Honors: Post-doctoral fellow; Hubert Humphrey fellow; Voting member, International Programs Committee; Member, International Outreach Committee; Paul Simon Award for the Promotion of Language and International Studies

Loni Marie Dishong

Title/Department: Managing Director, IU Honors Program in Foreign Languages, Office of the Vice President of International Affairs; (not applicable)

Education: MS, Indiana Univ., 2002; BA, Indiana Univ., 1993

Overseas Experience: Austria (2015, one week), Chile (2016, one week), China (2015 and 2016, one week each visit), France (2016, one week), Japan (2016, one week), Mexico (2004, two weeks; 2015, one week), Spain (1992-93, one year; 2015, one week; 2017, one week)

Language Proficiency: Spanish, 4; French, 2

Percentage of Instructional Content Area Expertise: International 100%

Research/Training/Career Specialization: Study Abroad; Student Community Engagement in Host Countries; Cultural Understanding and Competency

Betty Dlamini

Title/Department: Lecturer of Zulu Language and South African Cultures, African Studies Program; (non-tenure track)

Education: PhD, Univ. of London, 2008; MA, Univ. of Sussex, 2002; BA, Univ. of South Africa, 2001; BEd, Univ. of Swaziland, 1998

Academic Experience: 2008-Present, Lecturer of Zulu Language and South African Cultures, Indiana Univ.

Overseas Experience: Pedagogical training/Research/Fieldwork in Swaziland; Research in Botswana, Lesotho and Namibia; Fieldwork/Training in Switzerland; Research in Canada; Service in Mexico; Training/research/service in South Africa; Training/Research in the UK

Pedagogy Training for Language: PhD

Language Proficiency: IsiZulu (Zulu) 5, SiSwati 5, Ndebele 4, Xhosa 3

Percentage of Instructional Content Area Expertise: African Languages 100%; International 15%

Number of Area International Studies, Language Courses Taught: 8

Relevant Sample Courses Taught: Drama for Development: Internationalized – Africa, Russia & East Europe and Latin America; IsiZulu (all levels); Southern African Cultures of Song & Dance

Research/Training Specialization: Teaching: Zulu Language and Culture; Southern African Cultures of Song and Dance and Drama for Development; Research: Southern African women Writers and Social Change; The role of Pelepele Cultura

Number of Recent Publications: 15 **Relevant Samples:** 2011, Sole author, “Asikhulume SiSwati: Let’s speak SiSwati: A Multidimensional Approach to the Teaching and Learning of SiSwati as a Foreign Language.” In Madison-Wisconsin: National African Language Resource Center (NALRC) Press; 2016, Translator, Bwire, AM, “Lilanga laBhutana lenhlanhla - Hamisi’s lucky day.” AfricanStorybook.org

Dissertations and/or Theses Supervised over Past Five Years: 3

Recent Recognitions/Awards/Honors: Macmillan Publisher's Grand prize for the Best SiSwati novel, umsamaliya lolungile (2008); Faculty Academy on Excellence in Teaching (FACET) nominee (2017)

Lynn S. Duggan

Title/Department: Associate Professor, Department of Labor Studies; (tenured)

Education: PhD, Univ. of Massachusetts, Amherst, 1993; BA, Univ. of California, Berkeley, 1981

Academic Experience: 2005-Present, Associate Professor, Indiana Univ. Bloomington; 1997-2005, Assistant Professor, Indiana Univ. Bloomington; 1993-1996, Visiting Assistant Professor, Michigan State Univ., East Lansing; 1991-1992, Instructor, Fitchburg State College

Overseas Experience: Research on work-family policy and unions, Germany (2017, 2006, 1989-90, 3 years), Research on work-family policy and unions, Ireland (2016, 2 months), Research on promotion of injectable contraceptives, Philippines (1981, 5 months)

Language Proficiency: German 3, French 1

Percentage of Instructional Content Area Expertise: International 25% (with European Studies)

Number of Area/International Studies, Language Courses Taught: 2

Relevant Sample Courses: Women, Gender and Development; Global Comparisons: Labor Relations on Three Continents

Research/Training Specialization: Political economy of class, race, and gender; Women, gender and development; Comparative work-family/social policy; Immigration; Ecological economics

Number of Recent Publications: 1

Dissertations and/or Theses Supervised over Past Five Years: 1

Elizabeth Dunn

Title/Department: Associate Professor, Department of Geography; Associate Professor, Department of International Studies; (tenured)

Education: PhD, The Johns Hopkins Univ., 1999; MA, The Johns Hopkins Univ., 1995; MA, Univ. of Chicago, 1993; BA, University of Rochester, 1991

Academic Experience: 2018-Present, Professor of Geography and International Studies, Indiana Univ.; 2015, Fellow of Comparative Cultural and Regional Studies, Copenhagen Univ.; 2014-2018, Associate Professor of Geography and International Studies, Indiana Univ.; 2008-2014, Associate Professor of Geography and International Affairs, Univ. of Colorado; 2006, Fellow of Agrarian Studies, Yale Univ.

Overseas Experience: Georgia, Poland

Language Proficiency: French 3, Polish 4

Percentage of Instructional Content Area Expertise: International 100%

Number of Area/International Studies, Language Courses Taught: 4

Relevant Sample Courses: Human Geography; Geography of Europe; Global Development: Food and Development; Contested Territories/Conflicted Identities: Humanitarianism and Displacement

Research/Training Specialization: Economic transformation and regulation in Poland; humanitarian aid; ethnic conflict; state formation; refugee studies; Georgia

Number of Recent Publications: 12 **Relevant Sample Publications:** 2017, Sole author, "No Path Home: Humanitarian Camps and the Grief of Displacement." Cornell University Press; 2015, Sole author, "Capitalizing on Aid: Postwar Development and State Building in the Republic of Georgia." In State and Legal Practice in the Caucasus. Ashgate with Voell, S; Kaliszewska, I Eds.

Dissertations and/or Theses Supervised over Past Five Years: 9

Recent Recognitions/Awards/Honors: Provost's Faculty Achievement Award, Univ. of Colorado, 2006; Hewett Book Prize, 2005; Orbis Book Prize, 2005; Soyuz Book of the Month, 2004;

Hamid R. Ekbria

Title/Department: Professor, Department of International Studies; Professor, School of Informatics, Computing, and Engineering; (tenured)

Education: PhD, Indiana Univ., 2003; MS, Univ. of California, Los Angeles, 1979

Academic Experience: 2016-Present, Professor of International Studies, Indiana Univ.; 2007-2016, Associate Professor, Informatics, Indiana Univ.; 2003-2006, Assistant Professor, Computer Science, Univ. of Redlands

Overseas Experience: Australia (invited talk), Austria (3 months, senior fellow), Germany (2 months, invited talks and workshops), Russia (invited panel), Denmark (3 months, visiting professor), Czech Republic (keynote talks), Italy, Japan, United Kingdom

Language Proficiency: Farsi 1, German 3

Percentage of Instructional Content Area Expertise: /International 100% (with Middle Eastern Studies)

Number of Area/International Studies, Language Courses Taught: 2

Relevant Sample Courses Taught: Drone Warfare; Technology and Development

Research/Training Specialization: The legal, political, and cultural, and economic aspects of drone warfare; The relationship between modern technology and socio-economic development

Number of Recent Publications: 32 **Relevant Samples:** 2018, Co-author, Editor, with Nardi, B, "The Future of Human Labor: The Case of War and Manufacturing." *Computer and Society Newsletter* 47(4)

Dissertations and/or Theses Supervised over Past Five Years: 4

Recent Recognitions/Awards/Honors: Provost Teaching Award; Senior Fellow, IFK Internationales Forschungszentrum, Kulturwissenschaften an der Kunstuniversität Linz, Vienna, Austria; Visiting Professor, Otto Monsted Fellow, Copenhagen Business School, Denmark

Zeynep Elbasan Bozdogan

Title/Department: Lecturer, Department of Central Eurasian Studies; Tutor, Coordinator, and Overseas Curriculum Advisor, Turkish Language Flagship Center; (non-tenure track)

Education: PhD, Indiana Univ., 2019; MA, Indiana Univ., 2013; BA, Univ. of London, 2006; BA, Istanbul Univ., 2007

Academic Experience: 2017-Present, Tutor, Coordinator, and Overseas Curriculum Advisor, Indiana Univ.; 2015-Present, Instructor for Intermediate Turkish, Indiana Univ.; 2017-Present, Lecturer in Central Eurasian Studies, Indiana Univ.; 2015-Present, Instructor for Turkish, Indiana Univ. Summer Language Workshop; 2013-Present, Selection Panelist, Critical Language Scholarship (CLS) Program

Overseas Experience: Istanbul, Turkey: BA Degree, London, UK: Exchange year at School of Oriental and African Studies University of London, Berlin, Germany – Summer Research at Humboldt University

Pedagogy Training for Language: ACTFL Certification for OPI and ILR Defense Language Institute in Monterey Training

Language Proficiency: Turkish 5, English 5, Persian 3, Ottoman 3, German 2, French 1

Percentage of Instructional Content Area Expertise: Central Eurasian Languages 100%

Number of Area/International Studies, Language Courses Taught: 11

Relevant Sample Courses: Turkish, all levels; Ottoman Classical Age; Aspects of Turkish Culture

Research/Training Specialization: Ottoman history and court poetry; Ottoman literary system under patronage; European Medieval Literature; the role of women in medieval literature

Number of Recent Publications: 2 **Relevant Samples:** Sole author, “Medieval Women Writers of Ottoman Empire.” Indiana University Press [Forthcoming]

Recent Recognitions/Awards/Honors: Middle East Studies Association (MESA) Travel Grant (2016); Medieval Studies Travel Award (2016); American Association of Turkic Teachers Conference Travel Award (2015); Central Eurasian Studies Graduate Student Travel Award (2015); European Union Erasmus Program Full Scholarship (2005)

Mary Embry

Title/Department: Senior Lecturer, School of Art, Architecture, and Design. Apparel Merchandising and Fashion Design Areas; (non-tenure track)

Education: MS, (Apparel Merchandising), IU, 2006; BS, (Apparel Merchandising) IU, 1993

Academic Experience: 2007-Present, Senior Lecturer and Lecturer, Indiana Univ.; 2013-Present, Apparel Merchandising Area Coordinator; 2017-Present, Director, Center for Innovative Merchandising

Overseas Experience: Consultation/fair trade study in Ecuador (1 month in 2011, 2012, 2013), service learning pedagogy study in China (3 weeks in 2011), consultation/fair trade study in Kenya and Uganda (1 month in 2010), led study abroad trip in Guatemala (2 weeks in 2016 and 2018)

Language Proficiency: German-2, Spanish-2

Percentage of Instructional Content Area Expertise: International 40%

Number of Area/International Studies, Language Courses Taught: 2

Relevant Sample Courses: International Textiles and Apparel Trade (primarily East/Southeast Asia, Central America, Africa); Sustainable Product

Research/Training Specialization: Fair trade handcraft industries, Textiles, Experiential and Interdisciplinary Learning

Number of Recent Publications: 4 **Relevant Samples:** 2015, “The Fair Trade Project: exploring structures for civic minded entrepreneurial learning.” In The Course Reflection Project: Faculty Reflections on Teaching Service-Learning. Information Age Publishing with Schonemann, N; Metzgar, E; Libby, M Eds.

Recent Recognitions/Awards/Honors: 2016, Trustees Teaching Award; 2012-2013, Beth Wood Service-Learning Faculty Award; 2010-2012, Internationalization Collaborative Across Bloomington Fellow; 2008-2012, SIFE National Faculty Advisory Committee Member

Suzannah Evans Comfort

Title/Department: Assistant Professor, The Media School (tenure)

Education: PhD, Univ. of North Carolina, 2016; MA, Indiana Univ., 2007; BA, Univ. of Virginia, 2003

Academic Experience: 2016-Present, Assistant Professor, Indiana Univ.

Overseas Experience: Philippines (2015, two weeks)

Language Proficiency: Spanish 1

Percentage of Instructional Content Area Expertise: International 25%

Number of Area/International Studies, Language Courses Taught: 1

Relevant Sample Courses: Global Journalism: Theory and Research

Research/Training Specialization: Environmental communication, journalism, international journalism, environmental advocacy

Number of Recent Publications: 5 **Relevant Samples:** 2017, Sole author, "From ignored to banner story: The role of natural disasters in influencing the newsworthiness of climate change in the Philippines." *Journalism*; 2016, Sole author, "Journalistic norms, cultural values, and coverage of climate change in the Philippines." *Environmental Communication* 10(4)

Recent Recognitions/Awards/Honors: 2018 Emerging Scholars Grant from the Association for Education in Journalism and Mass Communication

Kathleen Evans

Title/Department: Director, Summer Language Workshop; (not applicable)

Education: PhD, Univ. of Michigan, 1998; BA, Oberlin College, 1986

Academic Experience: 2017-Present, Director, Summer Language Workshop, Indiana Univ.; 2009-2017, Director, Critical Languages Institute, Arizona State Univ.; 2007-2009, Research Administrator, Instructor, Project Manager, Arizona State Univ.; 1998-2006, Assistant Director, Institute for Applied & Professional Ethics, Ohio Univ.; 1998-2006, Bilingual Technology Assistant, Russian, Middlebury Russian Language School

Overseas Experience: Germany (1983, 1989) research, study; Russia (1993-1996) Research, private-sector employment; Albania, Armenia, Bosnia, Indonesia, Russia, Tajikistan, Turkey, Ukraine, Uzbekistan (2008-2017, varies); Study-Abroad director or resident director

Language Proficiency: German 4, Russian 4, Finnish 2, Spanish 2, Turkish 1, Uzbek 1

Percentage of Instructional Content Area Expertise: International 100% (with Russian/East European, East Asian, Middle Eastern Studies)

Research/Training Specialization: Director, summer language training institute covering Russian, Chinese, Arabic, and 17 other languages; Research interests: German, Russian, experimental phonology, language pedagogy

Christine Everett

Title/Department: Director of Programs, Kelley School of Business Institute for International Business; (not applicable)

Education: BS, Indiana Univ., 1988; MS, Indiana Univ., 2001

Academic Experience: 2010-Present, Director of Programs, Indiana Univ. Kelley School of Business Institute for International Business; 2009-2010, Director of Operations and Diversity, MBA Program, Indiana Univ. Kelley School of Business; 2005-2009, Director, Leadership Development Institute, Indiana Univ. Kelley School of Business; 2000-2005, Director, Graduate Student Services, Indiana Univ. Kelley School of Business MBA Program; 1998-2000, Assistant Director, Graduate Student Services, Indiana Univ. Kelley School of Business MBA Program

Overseas Experience: Myanmar, West Bank, Egypt, Algeria, Tunisia, Jordan, Morocco, Ghana, Nigeria, Malaysia

Percentage of Instructional Content Area Expertise: International 100%

Number of Area/International Studies, Language Courses Taught: 1

Relevant Sample Courses: Global Business Analysis MENA

Lee Feinstein

Title/Department: Founding Dean, School of Global and International Studies; Professor, Department of International Studies; Affiliated Faculty Member, Maurer School of Law and Russian and East European Institute; (tenured)

Education: JD, Georgetown Univ., 1995; MA, City Univ. of New York, 1995; BA, Vassar College, 1981

Academic Experience: 2014-Present, Dean of the School of Global and International Studies and Professor of International Studies, Affiliated Faculty Member, Maurer School of Law and Russian and East European Institute, Indiana Univ.; 2013, Carl E. Sanders Political Leadership Scholar, Univ. of Georgia Law School; 1997-1998, Adjunct Professor, Elliott School of International Affairs, the George Washington Univ.; 1984-1985, Adjunct Professor, Baruch College of the City Univ. of New York

Overseas Experience: U.S. Ambassador to Poland (2009-2012), IU Delegations to Poland (May 2016), South Korea (December 2016), Japan (November 2017), Travel to over 80 countries on various U.S. diplomatic missions (2009-2012 and 1994-2001), Pushkin Institute of Russian Language, USSR (1980)

Language Proficiency: Russian 3, Polish 2, French 2, Spanish 2

Percentage of Instructional Content Area Expertise: International Studies 100%; Russian and East European Studies 50%

Number of Area/International Studies, Language Courses Taught: 4

Relevant Sample Courses: Introduction to International Studies; Sovereignty and International Law; Arms Control and National Security; Humanitarian Intervention and Use of Force

Research/Training Specialization: Foreign Policy; International Security; Global Governance; International Institutions; International Law; Nonproliferation

Number of Recent Publications: 2 **Relevant Samples:** 2017, Co-author, with Lindberg, T, "Allies Against Atrocities: The Imperative for Transatlantic Cooperation to Prevent and Stop Mass Killings," Stanley Foundation; 2009, Sole author, "Beyond Words: U.S. Policy and the Responsibility to Protect." In The Responsibility to Protect: the Global Moral Compact for the 21st Century. Palgrave with Evans, G Ed.

Recent Recognitions/Awards/Honors: Executive Council, United States Holocaust Memorial Museum, Washington D.C., 2017-Present (Presidential Appointment); Chair, Committee on Conscience, Simon-Skjoldt Center for the Prevention of Genocide, 2017-Present; Commander's Cross with Star, Republic of Poland, 2012; Member, Council on Foreign Relations; 1999-Present

Martha M. Foster

Title/Department: Education and Media Fellow, Center for the Study of Global Change; (not applicable)

Education: MA, Univ. of Illinois at Chicago, 1979; BA, Northwestern Univ., 1969

Academic Experience: 1990-2003, Instructor, Columbia College Chicago; 1978-1978, Instructor, Loyola Univ. of Chicago

Overseas Experience: Documentary Expert, US Department of State, China (2010), Myanmar & Singapore (2009); Lecture tours, film festival juries, etc., China, 12 trips of 3 weeks (1999-2013); Lecture, Spain (2004); Secondary school instructor, Ghana, two semesters (1972)

Language Proficiency: French 2

Percentage of Instructional Content Area Expertise: International 25% (and East Asian and African Studies)

Research/Training Specialization: Intercultural documentary film and video; International public broadcasting; Intercultural secondary educational media; Chinese contemporary documentary video; African contemporary documentary video

Number of Recent Publications: 2 **Relevant Samples:** Broadcast English Language Producer, "Kindergarten." Dir. Zhang Yiqing World Channel from PBS [Forthcoming]; 2017, Broadcast English Language Producer, "One Child." Dir. Zijian Mu World Channel from PBS; 2009, Sole author, "Global Public Television: A Grassroots Path to Peace." In *World Without Wars* with Dr. Leo Rebello; 1998, Sole author, "Intercultural Documentary and the American Audience." In *The Search for Reality: The Art of Documentary Filmmaking*. Michael Wiese Productions with Tobias, M Ed.

Recent Recognitions/Awards/Honors: Fulbright Fellowship, American Embassy of Beijing, 2013; Appointed Honorary Professor, Nanjing University of Posts and Telecommunications, 2010; Appointed Senior Consultant to the Western Branch of the Documentary Films Academic Committee of the China Television Artists Association, 2008; Emmy Awards, 5

Steven Franks

Title/Department: Professor, Slavic and East European Languages and Cultures; Professor, Linguistics; Adjunct Professor, Speech and Hearing Sciences; Editor-in-Chief, *Journal of Slavic Linguistics*; (tenured)

Education: PhD, Cornell Univ., 1985; MA, Univ. of California, Los Angeles, 1979; BA, Princeton Univ., 1977

Academic Experience: Present-1999, Professor, Slavic and East European Languages and Cultures, Linguistics, Indiana Univ.; 1987-1999, Associate & Assistant Professor, Slavic Languages and Literatures, Linguistics, Indiana Univ.; 1985-1987, Adjunct Assistant Professor, Linguistics, Univ. of Maryland; 1984-1987, Language Analyst, National Security Agency

Overseas Experience: Fulbright-funded visits to Poland, Italy, Croatia; IREX-funded visits to Bulgaria, Russia

Language Proficiency: Russian 3, Serbo-Croatian 2, Polish 2, Bulgarian 2, Macedonian 2

Percentage of Instructional Content Area Expertise: Russian/East European Languages 100%

Number of Area/International Studies, Language Courses Taught: 8

Relevant Sample Courses Taught: Comparative Slavic Morphosyntax; Supervised Individual Reading; Senior Honors Seminar; Graduate Readings in Slavic Studies; Thesis Research; Advanced Research

Research/Training Specialization: Comparative Slavic morphosyntax; Clitics; Quantification in Slavic; Dative subjects in Russian; Secondary predication in Russian and Polish

Number of Recent Publications: 7 **Relevant Sample s:** 2017, Sole author, "Syntax and Spell-Out in Slavic." *Slavica* Publishers; 2013, Sole author, "Orphans, Coordination, Doubling, Phases: On the Rise of DP in Slovenian." *Slovenski jezik – Slovene Linguistic Studies* 9

Dissertations and/or Theses Supervised over Past Five Years: 6

Lessie Jo Frazier

Title/Department: Associate Professor, Department of American Studies; Associate Professor, Department of Gender Studies; (tenured)

Education: PhD, Univ. of Michigan, 1998; Graduate Certificate, Univ. of Michigan, 1994

Academic Experience: 2010-Present, Associate Professor Gender Studies and American Studies, Indiana Univ.; 2006-2009, Assistant Professor Gender Studies, Indiana Univ.; 2004-2006, Adjunct Associate Professor Anthropology, Univ. of Missouri St. Louis; 1996-2004, Assistant Professor, Univ. of South Carolina History

Overseas Experience: Mexico, Chile, U.K., France, Spain, Bolivia, Peru, Germany, Uruguay, Canada

Language Proficiency: Spanish 3, Portuguese 2, French 1

Percentage of Instructional Content Area Expertise: International 50% (and Latin American/Caribbean and European Studies)

Number of Area/International Studies, Language Courses Taught: 5

Relevant Sample Courses: Gender, Warfare, Militarism; Transnational Feminisms and Globalization; Gender and Sexuality in Latin America; Latin American Civilizations

Research/Training Specialization: Gender and sexuality, nation-state formation, and empire, human rights, mental health policies, memory, activism, and feminist ethnography

Number of Recent Publications: 16 **Relevant Samples:** 2015, Co-author, with Cohen, D, "More than mojo: gender, sex, and the racialized erotics of Global '68." *Kalfou, A Journal of Comparative and Relational Ethnic Studies* 2(1); 2016, Sole author, "Precarity and Asylum: Kinship and Gender/Sexual Non-Conformity in Central America's Northern Triangle (Guatemala, Honduras, El Salvador) and Mexico." *NWSA (National Women's Studies Association) Social Justice Quarterly* 1(1)

Dissertations and/or Theses Supervised over Past Five Years: 1

Enrique Galindo

Title/Department: Associate Professor, Department of Curriculum and Instruction; (tenured)

Education: PhD, The Ohio State Univ., 1994; MSc, Center for Research and Advanced Studies of the National Polytechnic Institute, 1988; BS, Technological Institute of La Laguna, 1981

Academic Experience: 2000-Present, Associate Professor, Indiana Univ.; 2002-2003, Visiting Professor, Instituto Tecnológico y de Estudios Superiores de Monterrey; 1994-2000, Assistant Professor, Indiana Univ.; 1993-1994, Visiting Faculty, Indiana Univ.

Overseas Experience: Mexico, Guatemala, South Korea, Afghanistan

Language Proficiency: Spanish 5

Percentage of Instructional Content Area Expertise: International 10%

Number of Area/International Studies, Language Courses Taught: 2

Relevant Sample Courses: Learning Mathematics with Technology; Methods of Teaching Mathematics

Research/Training Specialization: Mathematics teacher education K-12; Mathematics concepts learning in computer-based environments; Systematic educational multimedia product development

Number of Recent Publications: 3 **Relevant Sample s:** 2018, Co-editor, "Rigor, relevance, and relationships: Making mathematics come alive with Project-Based Learning." National Council of Teachers of Mathematics, with Lee, J Ed.; 2017, Co-editor, "Proceedings of the 39th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education." Hoosier Association of Mathematics Teacher Educators, with Newton, J Ed.

Dissertations and/or Theses Supervised over Past Five Years: 5

Recent Recognitions/Awards/Honors: Invited lecture, 30th Anniversary of the College of Science and Mathematics, Autonomous University of Coahuila, Mexico, 2017; 2013-2015 President of Hoosier Association of Mathematics Teacher Educators; Inducted member, Faculty Academy on Excellence in Teaching 2014

John D. Galuska

Title/Department: Adjunct Faculty, School of Public & Environmental Affairs; Affiliated Faculty, Center for Latin American & Caribbean Studies; (not applicable)

Education: Ph.D., Indiana Univ., 2007; M.A., Indiana Univ., 2000

Academic Experience: 2004-2017, Director, Foster International Living-Learning Center, Indiana Univ. Residential Programs & Services; 2005-Present, Program Director, Jamaica Overseas Study Program, Indiana Univ. Overseas Study; 2011-Present, Instructor, Indiana Univ. School of Public & Environmental Affairs; 2004-2009, Instructor, Indiana Univ. College of Arts & Sciences

Overseas Experience: Multi-site teaching & research projects in Jamaica (2005, 2006, 2008, 2009, 2010, 2012, 2014, 2015, 2016); Master and doctoral research in Jamaica (2001-2006, 1996-1999)

Language Proficiency: Spanish 2, Jamaican Creole 2

Percentage of Instructional Content Area Expertise: International 30% (and Latin American/Caribbean Studies)

Number of Area/International Studies, Language Courses Taught: 5

Relevant Sample Courses: Cultural Ecology, Sustainable Agriculture & Eco-Heritage Tourism in Jamaica; Farming the City: Global Perspectives on Urban Agriculture and Food Security

Research/Training Specialization: Sustainable food systems; Urban agriculture; Food security, sovereignty, and policy; Agroecology; Cultural resiliency; Ecotourism; Experiential-learning; Performance Studies; Caribbean expressive culture

Number of Recent Publications: 3 **Relevant Samples:** 2017, Sole author, "A Story of Resistance and Big Bean Reliance in the Rio Grande Valley." *Seed Broadcast: agri-Culture Journal* 8(1)

Recent Recognitions/Awards/Honors: Bloomington Professional Council: Professional Development Grant; U.S. Department of Education (Title VI): Latin American and Caribbean Studies Sustainable Development Initiative & Course Development Grant; Office of Service-Learning: Faculty Fellow

P. Roberto Garcia

Title/Department: Director, Center for International Business Education and Research; Young-Jin Kim Distinguished Clinical Professor of International Business, Kelley School of Business; (tenured)

Education: PhD, Univ. of Michigan, 1996; MBA, Univ. of Toledo, 1988; BA, Univ. of Missouri-Columbia, 1983

Academic Experience: 2014-Present, Director, Center for International Business Education and Research, Indiana Univ.; 2011-Present, Clinical Professor of International Business, Indiana Univ.; 2015-2017, Young-Jin Kim Distinguished Clinical Professor of International Business, Indiana Univ.; 2001-2011, Clinical Associate Professor of International Business, Indiana Univ.; 2005-2012, Co-Director, Supply Chain Global Management Academy, Indiana Univ.

Overseas Experience: Australia; Brazil; Italy; Germany; Mexico

Percentage of Instructional Content Area Expertise: International 100%

Number of Area/International Studies, Language Courses Taught: 8

Relevant Sample Courses: The Global Business Environments; Global Business Analysis; The Environments of International Business; The Operations of International Business: Management of Multinationals; Building Managerial Cross Cultural Competencies

Research/Training Specialization: The Environments of International Business, Management of Multinational Firms, Global Leadership, International Competitive Strategies, Cross-Cultural Management, The Global Auto Industry, Managing in Emerging Economies

Recent Recognitions/Awards/Honors: "Favorite Professor." IU Scholastic Achievement Award Reception - 2002 & 2006; Board member, United Way of Monroe County, 2001-2004; Nominated for Innovative Teaching Award, Kelley School of Business, 2003

Ilana Gershon

Title/Department: Associate Professor, Anthropology; (tenured)

Education: PhD, Univ. of Chicago, 2001; MPhil, Cambridge Univ., 1994

Academic Experience: 2005-Present, Associate Professor, Indiana Univ.

Overseas Experience: New Zealand, Samoa

Language Proficiency: Samoan 2, Hebrew 3

Percentage of Instructional Content Area Expertise: International 45%

Number of Area Studies, International Studies, Language Courses Taught: 5

Relevant Sample Courses Taught: Anthropology of Democracy; Cultures of Democracy; Media Worlds; A World of Work; The Global Lives of Corporations

Research/Training Specialization: Anthropology of democracy; Anthropology of new media

Number of Recent Publications: 5 **Relevant Samples:** 2018, Co-editor, "Living with Animals: Bonds Across Species." Cornell University Press with Porter, N Ed.; 2012, Sole author, "No Family is an Island: Cultural Expertise among Samoans in Diaspora." Cornell University Press; 2016, Editor, "A World of Work: Imagined Manuals for Real Jobs." Cornell University Press

Dissertations and/or Theses Supervised over Past Five Years: 5

Recent Recognitions/Awards/Honors: Stanford's Center for the Advanced Study of Behavioral Sciences fellow; Notre Dame's Institute for Advanced Study fellow

Deborah A. Getz

Title/Department: Clinical Assistant Professor, Department of Applied Health Science; (non-tenure track)

Education: ReD, Indiana Univ., 2000; MS, Ohio Univ., 1990

Academic Experience: 2013-Present, Clinical Assistant Professor, IU School of Public Health; 2013-2015, Senior Lecturer, Indiana Univ., School of Public Health; 2008-2014, Director, Diversity and Inclusion in the School of Public Health Office of Minority Recruitment, Retention, and Outreach, Indiana Univ., School of Public Health; 2007-2013, Director, Center for Student Leadership, Indiana Univ., School of Public Health

Percentage of Instructional Content Area Expertise: International 50%

Number of Area/International Studies, Language Courses Taught: 4

Relevant Sample Courses: Leadership Theory and Practice in Youth Development; Survey of Practice with Youth and Families; Introduction to Lifespan Development

Research/Training Specialization: The safety of children, youth, and early adults, with a specific focus on human trafficking prevention education, internet safety, and leadership development as a protective factor

Number of Recent Publications: 8 **Relevant Samples:** 2015, Sole author, "Personal Leadership Development."; 2017, Producer/Writer, "Close to Home: Human Trafficking in Indiana." "<https://expand.iu.edu/browse/publichealth/publichealthandyou/publichealthwebinar/courses/ph-y-2017-webinar-2>"

Recent Recognitions/Awards/Honors: Sustaining Hoosier Communities, 2017; Mosaic Faculty Fellow, Indiana University, 2017; Service Learning Fellow, Indiana University, 2015-2017; Paperless Classroom Project, 2014; Internationalization across Bloomington Fellow 2010-2012

Emma L. Gilligan

Title/Department: Associate Professor, International Studies; (tenured)

Education: PhD, Univ. of Melbourne, 2003; BA, Univ. of Melbourne, 1996

Academic Experience: 2005-Present, Associate Professor, Indiana Univ.

Overseas Experience: Russia (1993-2016, research, different lengths of time), Georgia (2017, 2018, research, 2 months), Austria (2014, teaching and research), Britain (2010, research), Australia (2014, teaching), Norway (2016, 2018, research)

Language Proficiency: Russian 4

Percentage of Instructional Content Area Expertise: International 100% (with Russian/East European Studies)

Number of Area/International Studies, Language Courses Taught: 4

Relevant Sample Courses: Human Rights and International Law; Genocide After WWII

Research/Training Specialization: Combining history, political science and law to demonstrate the impact of human rights movements, humanitarian and human rights law and international organizations on human rights reform in a transitional democracy.

Number of Recent Publications: 13 **Relevant Samples:** 2016, Sole author, "Propaganda and the Question of Criminal Intent: the Semantics of the Zachistka." *Europe-Asia Studies* 68(6); 2016, Sole author, "Smart Sanctions against Russia: Human Rights, Magnitsky and the Ukrainian Crisis." *Demokratizatsiya: The Journal of Post-Soviet Democratization* 24(2); 2015, Sole author, "The Costs of Peace in Chechnya." *Current History* 114(774); 2015, Sole author, "Refashioning the Dissident Past: Politics and Resistance in the Putin Era." *Russian Review* 74(4)

Dissertations and/or Theses Supervised over Past Five Years: 4

Recent Recognitions/Awards/Honors: Institute for the Study of Genocide Best Book Award, 2012; University of Connecticut Humanities Fellowship

Faye R. Gleisser

Title/Department: Assistant Professor, Department of Art History; (tenure-track)

Education: PhD, Northwestern Univ., 2016; MA, George Washington Univ.; 2009; BA, Washington Univ.-St. Louis, 2006

Academic Experience: 2016-Present, Assistant Professor, Indiana Univ.; 2015-2016, Marjorie Susman Curatorial Fellow, Chicago Museum of Contemporary Art; 2012-2016, Adjunct Museum Lecturer, Art Institute of Chicago; 2015, Coordinator of Graduate Teaching Certificate Program, Northwestern Univ.;

Overseas Experience: France (semester, 2005)

Language Proficiency: French 3

Percentage of Instructional Content Area Expertise: International 25%

Number of Area/International Studies, Language Courses Taught: 7

Relevant Sample Courses: Introduction to Contemporary Art and Its Discontents, 1960-Present; Exhibition as Specimen; Radical Resourcefulness: Artists and the City; Abstraction, Here and Now

Research/Training Specialization: Modern and Contemporary Art, Critical Race Theory; Representations of race and gender; Art and theory of the African Diaspora

Number of Recent Publications: 16 **Relevant Samples:** Sole author, "The Politics of the Misfire." *Special Issue of Journal of Visual Culture: Armed/Unarmed: Guns in Visual and Material Culture* [Forthcoming]; 2017, Sole author, "The Archives within the Archive: Hương Ngô and the Making and Unmaking of Nguyễn Thị Minh Khai." In Hương Ngô: To Name It Is to See It. DePaul University Art Museum; 2013, Sole author, "McArthur Binion/Kavi Gupta." *Artforum International Magazine* 52(3)

Recent Recognitions/Awards/Honors: Georgia O'Keeffe Museum Research Center, Academic Fellow, Fall 2017; Course Literacy Grant, Indiana University, Spring 2017 & 2018; American Council of Learned Societies (ACLS)/Henry Luce Foundation Dissertation in American, Art Fellowship, 2013-2014

Jennifer Goodlander

Title/Department: Assistant Professor, Department of Theatre, Drama, and Contemporary Dance; Director, Southeast Asian and ASEAN Studies; (tenure track)

Education: PhD, Ohio Univ., 2010; MFA, Univ. of Hawaii, 2004; BA, Kalamazoo College, 1997

Academic Experience: 2012-Present, Assistant Professor, Indiana Univ.; 2010-2012, Assistant Professor, Univ. of Kentucky

Overseas Experience: Indonesia, Cambodia, Brunei, Myanmar, Malaysia, Laos, Vietnam, Singapore, China

Language Proficiency: Indonesian 3, Khmer 2, Balinese 2

Percentage of Instructional Content Area Expertise: International 75% (and Southeast Asian and East Asian Studies)

Number of Area/International Studies, Language Courses Taught: 6

Relevant Sample Courses: Asian Theatre; Global Theatre History; Globalization in Southeast Asian Theatre and Performance; Introduction to Global Arts and Humanities

Research/Training Specialization: Southeast Asian puppetry and performance, especially the role of tradition within contemporary culture

Number of Recent Publications: 18 **Relevant Samples:** Sole author, "Puppets and Cities: Articulating Identity in Southeast Asia." [Forthcoming]; 2016, Sole author, "Women in the Shadows: Gender, Puppets, and the Power of Tradition in Bali." Ohio University Press

Dissertations and/or Theses Supervised over Past Five Years: 4

Recent Recognitions/Awards/Honors: Trustees Teaching Award, Indiana University (2017); New Frontiers Experimentation Fellowship (2016); Group Performance Award (2014); Robert A. Schanke Research Award (2014); Ohio University Student Enhancement Award (2008)

Kathryn E. Graber

Title/Department: Assistant Professor, Department of Anthropology; Assistant Professor, Department of Central Eurasian Studies; (tenure track)

Education: PhD, Univ. of Michigan, 2012; MA, Univ. of Michigan, 2008; MA, Univ. of Michigan, 2006; AB, Univ. of Chicago, 2002

Academic Experience: 2014-Present, Assistant Professor of Anthropology and Central Eurasian Studies, Indiana Univ.; 2012-2014, Postdoctoral Teaching Fellow, Indiana Univ.; 2012, Title VIII-Supported Research Scholar, Kennan Institute, Woodrow Wilson International Center (Washington, DC)

Overseas Experience: Ethnographic research in Russia (2005, 2007, 2008–2009, 2011, 2012, 1 year and 10 months), Study abroad in Russia (2001, 4 months), Study abroad in South Africa (2001, 3 months)

Pedagogy Training for Language: Course in Teaching Writing at Univ. of Michigan, Fall 2011

Language Proficiency: Russian 4, Buryat 3, Mongolian 3, Czech 1, French 1, German 1, Georgian 1, Zulu 1, Ewenki 1

Percentage of Instructional Content Area Expertise: International 25% (and Inner Asian Studies)

Number of Area/International Studies, Language Courses Taught: 5

Relevant Sample Courses: Language and Culture; Minorities and Media; Property in Central Eurasia; Advanced Readings in Mongolian Studies; Language and Identity in Central Eurasia

Research/Training Specialization: Mass media, materiality and material agency, multilingualism, language shift and endangerment, anthropology of performance, cultural and intellectual property

Number of Recent Publications: 8 **Relevant Samples:** 2015, Co-author, with Murray, JD, "The Local History of an Imperial Category: Language and Religion in Russia's Eastern Borderlands, 1860s–1930s." *Slavic Review* 74(1); 2013, Sole author, "What They Said (She Said) I Said: Attribution and Expertise in Digital Circulation." *Culture, Theory and Critique* 54(3)

Dissertations and/or Theses Supervised over Past Five Years: 9

Recent Recognitions/Awards/Honors: Title VIII-Supported Postdoctoral Research Fellowship, Kennan Institute, Woodrow Wilson International Center for Scholars (Washington, DC), 2012

Shane Greene

Title/Department: Professor, Department of Anthropology; (tenured)

Education: PhD, Univ. of Chicago, 2004; MA, Univ. of Chicago, 1995; BA, Univ. of North Carolina-Chapel Hill, 1993

Academic Experience: 2016-Present, Professor of Anthropology, Indiana Univ.; 2011-2015, Director of Center for Latin American and Caribbean Studies, Indiana Univ.; 2011-2016, Associate Professor of Anthropology, Indiana Univ.; 2005-2011, Assistant Professor of Anthropology, Indiana Univ.; 2008, Visiting Professor of Anthropology, Universidad Nacional Mayor de San Marcos

Overseas Experience: Peru

Language Proficiency: Spanish 5, Portuguese 2

Percentage of Instructional Content Area Expertise: International 15% (and Latin American/Caribbean Studies)

Number of Area/International Studies, Language Courses Taught: 3

Relevant Sample Courses Taught: Latin American Social Movements; Modernities

Research/Training Specialization: Social movements; Critical race theory; Urban subcultures; Race and cultural politics; Indigenous and Afro-descendant rights; Political ecology; Gender and sexuality; Art, Music, and Media

Number of Recent Publications: 9 **Relevant Samples:** 2017, Sole author, "On Misanthropology (Art, Punk, Species-Hate)." In *Between Matter and Method: Encounters in Anthropology and the Arts*. Bloomsbury with Bakke, G; Peterson, M Eds.; 2016, Sole author, "Punk and Revolution: Seven More Interpretations of Peruvian Reality." Duke University Press; 2016, Sole author, "Peruvian Punk as a Global Means of Underground Production." *Popular Music and Society* 39(3)

Dissertations and/or Theses Supervised over the Past Five Years: 10

Recent Recognitions/Awards/Honors: IU Trustees Teaching Award, 2017; Residential Fellow, Newhouse Humanities Center, Wellesley College, 2010; Fulbright Traditional Scholars Award, 2008

Daniel J. Grundmann

Title/Department: Lecturer, Human Resource Management Major Lead Faculty, School of Public and Environmental Affairs; (non-tenure track)

Education: MBA, Western Governors Univ., 2015; BA, Indiana Univ., 1987

Academic Experience: 2013-Present, Lecturer, Indiana Univ., Bloomington; 2002-2013, Adjunct Instructor, Indiana Univ., Bloomington

Overseas Experience: Teaching English at Hangzhou Univ., Hangzhou PRC, (1986, 3 months); Teaching Global Human Resource Management at Univ. of West Indies, Cave Hill, Barbados, (2018, 3 weeks)

Language Proficiency: Chinese 3

Percentage of Instructional Content Area Expertise: International 15% (and Latin American/Caribbean Studies)

Number of Area/International Studies, Language Courses Taught: 1

Relevant Sample Courses: A Comparative Approach to Understanding Global Human Resource Management (GHRM) Through Economic History, Law, Ethics, and Culture

Research/Teaching Specialization: Human Resource Management and Strategy; Compensation Strategy and Systems; Global Human Resource Management

Recent Recognitions/Awards/Honors: SPEA Excellence Award for Undergraduate Teaching (2016); Most Personable Undergraduate Faculty Award, SPEA Student Association (2015, 2016); SPEA Excellence Award for Adjunct Faculty (2012); DiversityWorks Distinguished Service Award in recognition of efforts and accomplishments to enhance employment outlook for individuals with disabilities (2014); Society for Human Resource Management's Academic Award Scholarship (2012); Council for Community Accessibility Professional and Community Service Award

John H. Hanson

Title/Department: Associate Professor, History; Director, African Studies Program; (tenured)

Education: PhD, Michigan State Univ., 1989; MA, Michigan State Univ., 1982; BA, Kalamazoo College, 1979

Academic Experience: 1991-Present, Associate Professor, Indiana Univ.

Overseas Experience: Côte d'Ivoire, Ghana, Kenya, Mali, Mauritania, Morocco, Senegal, South Africa, Tanzania, Togo, France, Germany, Netherlands, United Kingdom

Language Proficiency: Arabic 4, French 3, Pulaar/Fulfulde 1, Twi 1

Percentage of Instructional Content Area Expertise: International 100% (with African Studies)

Number of Area/International Studies, Language Courses Taught: 10

Relevant Sample Courses: African Civilizations; History of Western Africa; History of Islam in West Africa; Undergraduate Seminars in African History; Graduate Colloquia in African History

Research/Training Specialization: African Muslim societies; religions in Africa; social and cultural history; West Africa; Arabic texts, translation, and interpretation

Number of Recent Publications: 2 **Relevant Samples:** 2017, Sole author, "The Ahmadiyya in the Gold Coast: Muslim Cosmopolitans in the British Empire." Indiana University Press

Dissertations and/or Theses Supervised over Past Five Years: 6

Recent Recognitions/Awards/Honors: Gerda Henkel Foundation, Research Scholarship 2013-14; National Endowment for the Humanities Grant, Collaborative Research Program 2009-13, 2012-16; John W. Ryan Award for Distinguished Contributions to International Studies at Indiana University 2011; National Endowment for the Humanities Fellowship, National Humanities Center 2009-10

Timothy Hellwig

Title/Department: Professor, Department of Political Science; (tenured)

Education: PhD, Univ. of Minnesota, 2004; MA, American Univ., 1997

Academic Experience: 2016-Present, Professor, Indiana Univ.; 2012-2016, Associate Professor, Indiana Univ.; 2009-2012, Assistant Professor, Indiana Univ.; 2004-2009, Assistant Professor, Univ. of Houston

Overseas Experience: United Kingdom, Sweden, Australia

Language Proficiency: French 3, Spanish 3

Percentage of Instructional Content Area Expertise: International 50% (and European and Latin American/Caribbean Studies)

Number of Area/International Studies, Language Courses Taught: 2

Relevant Sample Courses: West European Politics; European Union Politics

Research/Training Specialization: European politics; Latin American politics; Political economy; Political behavior

Number of Recent Publications: 21 **Relevant Samples:** Sole author, "Globalization Dilemmas: People, Parties, and Policy in Comparative Perspective." In Perspectives in Comparative Politics Series, Palgrave [Forthcoming]; 2015, Sole author, "Globalization and Mass Politics: Retaining the Room to Maneuver." Cambridge University Press; Co-author, with McAllister, I, "The Impact of Economic Assets on Party Choice in Australia." *Journal of Elections, Public Opinion & Parties* [Forthcoming]; 2017, Co-author, with Ganguly, S; Thompson, WR, "The Foreign Policy Attitudes of Indian Elites: Variance, Structure, and Common Denominators." *Foreign Policy Analysis* 13(2) [Forthcoming]

Dissertations and/or Theses Supervised over Past Five Years: 5

Charmaine Henriques

Title/Department: International Studies Librarian, Herman B Wells Library Area Studies Department; (tenure track)

Education: MLS, Southern Connecticut State Univ., 1998; MA, Central Connecticut State Univ., 1997; BA, Saint Joseph College, 1993

Professional Experience: 2017-Present, International Studies Librarian, Indiana Univ.; 2016-2017, Liaison and Subject Specialist, Northwestern Univ.; 2004-2009, Selector for Iberian and Latin American Literature, Northwestern Univ.; 2002-2004, Government Information Librarian, Northwestern Univ.; 1998-2002, U.S. Federal Documents Bibliographic Control Librarian, Univ. of Iowa Libraries

Language Proficiency: Spanish 3

Percentage of Instructional Content Area Expertise: International 100%

Number of Recent Publications: 2 **Relevant Samples:** 2016, Sole Author, "Science, Agriculture, and Nutrition: The Government Documents that Influenced a Nation's Food and Diet." *DttP: Documents to the People* 44(2); 2016, Sole author, "Depository Collection Management: Databases and Web-Based Resources as Assessment Tools." *Reference & User Service Quarterly* 56(2)

Israel Herrera

Title/Department: Senior Lecturer and Outreach Coordinator, Department of Spanish and Portuguese; (non-tenure track)

Education: MA, Indiana Univ., Bloomington, 2008; MA, Univ. of Iowa, 2006; MA, Universidad Industrial de Santander, 2002; BA, Universidad Industrial de Santander, 1998

Academic Experience: 2016-Present, Senior Lecturer, Spanish and Portuguese, Indiana Univ.; 2010-2016, Lecturer, Spanish and Portuguese, Indiana Univ.; 2008-2010, Visiting Lecturer, Spanish and Portuguese, Indiana Univ.; 2006-2008, Associate Instructor, Spanish and Portuguese, Indiana Univ.

Overseas Experience: Colombia

Language Proficiency: Spanish 5

Percentage of Instructional Content Area Expertise: International 25% (and Latin American/Caribbean Languages)

Number of Area/International Studies, Language Courses Taught: 5

Relevant Sample Courses: Chicano-Riqueño Studies, Spanish (all levels)

Research/Training Specialization: Foreign Languages and Literature

Recent Recognitions/Awards/Honors: AATSP National Spanish Teacher of the Year 2018; Vice President of the Indiana Foreign Language Teachers Association 2018; Indiana University President's Award for Distinguished Teaching 2017; Indiana University Trustees Teaching Award 2016

Monika Herzig

Title/Department: Senior Lecturer, School of Public and Environmental Affairs; (non-tenure track)

Education: DME, Indiana Univ., 1997; MA, Univ. of Alabama, 1991; BA, Paedagogische Hochschule Weingarten, 1988

Academic Experience: 2007-Present, Senior Lecturer in Arts Management, Indiana Univ.; 2002-2007, Adjunct Lecturer in Music, Indiana Univ.; 1997-2003, Adjunct Lecturer in Music, Indiana Univ./Purdue Univ.; 1997-1998, Adjunct Lecturer in Piano, Taylor Univ.; 1996-1996, Acting Director of the IU Soul Revue, Indiana Univ.

Overseas Experience: Workshops in Germany (1 week 2016, 2017); Concert Tours in Germany - every summer, two weeks since 1995; Overseas Courses in Austria (2 weeks each 2015, 2016, 2018); Research in England (8 weeks, 2016); Concert Tour Japan (2 weeks, 2008)

Language Proficiency: German 5, French 2

Percentage of Instructional Content Area Expertise: International 100%

Number of Area/International Studies, Language Courses Taught: 2

Relevant Sample Courses: Comparative Music Industry

Research/Training Specialization: Music Industry, Jazz Studies - Pedagogy, Arts Entrepreneurship

Number of Recent Publications: 4 **Relevant Samples:** 2018, Co-author, with Belitski, M, "The Jam Session Model for Group Creativity and Innovative Technology." *Journal of Technology Technovation* 43(2); 2014, Co-author, with Baker, D, "Beyond Jamming – A Historical and Analytical Perspective on the Creative Process." *Journal of the Music & Entertainment Industry Educators Association* 14(1)

Recent Recognitions/Awards/Honors: Individual Artist Grant from the Indiana Arts Commission; 15+ Recordings as a leader; International Touring Artist; 2015 Jazz Journalists Association Jazz Hero; Head of Jazz Education Network (JEN) Research Committee)

Barbara A. Hill

Title/Department: Senior Associate for Internationalization, American Council on Education; (not applicable)

Education: PhD, Univ. of Washington, 1975; MA, Univ. of Washington, 1967

Academic Experience: 2004-Present, Senior Associate for Internationalization, American Council on Education; 2012-2017, Senior Associate, Center for Internationalization and Global Engagement; 2010-2012, Senior Associate, Center for Effective Leadership; 2004-2010, Senior Associate, Center for International and Institutional Initiatives; 2001-2004, Senior Fellow, Association of American Colleges and Universities, Office of Education and Quality Initiatives

Overseas Experience: Russia, Lithuania, Romania

Language Proficiency: French 3, Spanish 1, Mandarin 1

Percentage of Instructional Content Area Expertise: International 25%

Research/Training Specialization: Experienced writer and speaker on internationalization, institutional change and leadership. Recent group addressed was the Institute for New Chief Academic Officers, (2016, 2015, 2013).

Number of Recent Publications: 1 **Relevant Samples:** 2014, Co-author, with Latz, G; Sutton, S, "An Internationalized Stewardship of Urban Places." *Metropolitan Universities* 25(3)

Recent Recognitions/Awards/Honors: Association of International Education Administrators Charles Klasek Award for Outstanding Service to the Field of International Education

Jeffrey D. Holdeman

Title/Department: Senior Lecturer, Director of Undergraduate Studies Department of Slavic and East European Languages and Cultures; (non-tenure track)

Education: PhD, The Ohio State Univ., 2002; MA, The Ohio State Univ., 1995; BA, Univ. of Tennessee, 1992; BA, Univ. of Tennessee, 1993

Academic Experience: 2009-Present, Senior Lecturer, Indiana Univ.; 2002-2009, Lecturer, Indiana Univ.

Overseas Experience: Research in Poland and Lithuania (2016, 2 months), Research in Poland and Lithuania (2015, 2 months), Research in Poland and Lithuania (2014, 1 month), Directed service-learning in Rwanda (2014, 1 month)

Pedagogy Training for Language: PhD in linguistics, ACTR summer teacher program in Moscow, countless workshops, coursework

Language Proficiency: Russian 4, Czech 4, French 4, Polish 2, German 2, Spanish 2, Bosnian/Croatian/Serbian 1, Old Church Slavonic 1, Lithuanian 2

Percentage of Instructional Content Area Expertise: International 50% (and Russian/East European Languages)

Number of Area/International Studies, Language Courses Taught: 5

Relevant Sample Courses: Central/East European Immigration and Ethnic Identity in the US; The Vampire in European and American Culture; Introduction to the Slavic Languages; Czech Language

Research/Training Specialization: Comparative Slavic linguistics; Sociolinguistics; Russian Old Believer history, language, identity; East European immigration to US; Russian and Czech pedagogy

Number of Recent Publications: 6 **Relevant Samples:** Co-editor, "History of the Russian Old Believers on Polish Lands: 17th–20th Centuries." With Iwaniec, E Ed. [Forthcoming]

Amy Horowitz

Title/Department: Producer/Project Director, Roadworks Center for Cultures in Disputed Territory; Project Manager and Scholar, Center for the Study of the Middle East, Indiana Univ.; Scholar in Residence, Center for the Study of Global Change, Indiana Univ.; (not applicable)

Education: PhD, Univ. of Pennsylvania, 1994; MA, New York Univ., 1986; BS, Southern Oregon College, 1975

Academic Experience: 1977-Present, Roadworks Producer/Project Director; 2013-Present, Project Manager and Scholar, Indiana Univ.; 2011-Present, Scholar in Residence, Indiana Univ.; 2011-2013, Lecturer, Indiana Univ.; 2011-Present, Senior Scholar in Israel Studies, Indiana Univ.; 2006-Present, Adjunct Assistant Professor, The Ohio State

Overseas Experience: Israel and the West Bank (1986-2018, 4 years)

Language Proficiency: Hebrew 4

Percentage of Instructional Content Area Expertise: International 50% (and Middle Eastern Studies)

Number of Area/International Studies, Language Courses Taught: 3

Relevant Sample Courses: Music in Disputed Territory: The Culture Implications of Globalization; Living Jerusalem: Ethnography and Blog Bridging in Disputed Territory

Research/Training Specialization: Israeli and Palestinian cultures; Music of Israeli Jews from Islamic Countries; Global Issues in Sovereign Tribal nations; Women's Global Cultures

Number of Recent Publications: 3 **Relevant Samples:** 2016, Sole author, "Next Year in Washington: The Jerusalem Program from Postponement to Rebirth in Curatorial Conversations." Cultural Representation and the Smithsonian Folklife Festival, with Cadaval, O; Kim, S; N'Diaye, D Eds.; 2013, Sole author, "The Irresolvable Geographies of Mediterranean Israeli Music." In Israeli Identities: From Orient to Occident. Routledge with Tal, D Ed.

Recent Recognitions/Awards/Honors: Excellence in Teaching Award; Jordan Schnitzer Book Award; Grammy Award; Anita Perlman Alumni Award

Deborah Hutton

Title/Department: International Outreach Coordinator, School of Global and International Studies; (not applicable)

Education: EdS, Indiana Univ., 1998; MEd, Northern Illinois Univ., 1981; BEd, Queen's Univ., 1977; BSc (Hons), Queen's Univ., 1975

Academic Experience: 2016-Present, International Outreach Coordinator, School of Global and International Studies, Indiana Univ.; 1998-2016, Assistant Director; Outreach Director; Outreach Coordinator, Center for the Study of Global Change, Indiana Univ.

Overseas Experience: Service, teaching, & research in Russia (1992-1996, 6 trips 2-3 wks each), Conference presentation in Japan (late 1980s), Conference presentation in Fiji (1987, 1 wk), teaching & service in China (1985, 4 mo), Teaching in Scotland (1981, 5 wks)

Language Proficiency: Mandarin 2, French 2, Russian 1

Percentage of Instructional Content Area Expertise: International 100%

Research/Training Specialization: Dynamics of K-12 Global Perspectives in Education; The Use of Videoconferencing to Integrate International Content into K-12 Classrooms

Recent Recognitions/Awards/Honors: Center for Interactive Learning and Collaboration's Pinnacle Award, 2013-14; Center for Interactive Learning and Collaboration's Pinnacle Award, Honorable Mention, 2009-10; Goldman Sachs Foundation Prizes for Excellence in International Education: Higher Education, 2005; featured in American Council on Education report, Promising Practices: Spotlighting Excellence in Comprehensive Internationalization, 2002; Dial Consortium of South Central Indiana's International Distance Learning Programming Award, 2000

Nur Amali Ibrahim

Title/Department: Assistant Professor of Religious Studies, Indiana Univ.; Assistant Professor of International Studies, Indiana Univ.; (tenure track)

Education: PhD, New York Univ., 2011; MA, New York Univ., 2006; BA, National Univ. of Singapore, 2001

Academic Experience: 2013-Present, Assistant Professor of Religious Studies, Indiana Univ.; 2013-Present, Assistant Professor of International Studies, Indiana Univ.; 2011-2013, Academy Scholar, Harvard Univ.

Overseas Experience: Indonesia, Singapore

Language Proficiency: Malay 5, English 5, Indonesian 4, Thai 2, Classical Arabic 2

Percentage of Instructional Content Area Expertise: International 75% (and Middle Eastern Studies)

Number of Area/International Studies, Language Courses Taught: 4

Relevant Sample Courses Taught: Introduction to Islam; Islam in America; Je Suis Charlie? Islam and the Politics of Satire; The Politics and Cultures of Islamic Education

Research/Training Specialization: Islam; Religion and secularism; Political anthropology; The socialization of practices; Youth cultures; Indonesia; Southeast Asia

Number of Recent Publications: 6 **Relevant Samples:** Sole author, "Improvisational Islam: Indonesian Youths in a Time of Possibility." Cornell University Press [Forthcoming]; Sole author, "Everyday Authoritarianism: A Political Anthropology of Singapore." *Critical Asian Studies* [Forthcoming]; 2016, Sole author, "Homophobic Muslims: Emerging Trends in Multireligious Singapore." *Comparative Studies in Society and History* 58(4)

Dissertations and/or Theses Supervised over Past Five Years: 2

Recent Recognitions/Awards/Honors: Trustees Teaching Award, Indiana University, 2017; New Frontiers Experimentation Fellowship, Indiana University, 2017; Academy Scholar for International and Area Studies, Harvard University, 2011

Arsalan Ifthikar

Title/Department: Senior Research Fellow, Alwaleed Center for Muslim-Christian Understanding, Georgetown Univ.; (not applicable)

Education: J.D., Washington Univ. in St. Louis, 2003; B.A., Washington Univ. in St. Louis, 1999

Job Experience: 2014-present, Senior External Consultant, Cook Ross, Inc.; 2012-2013, Online Editorial Manager, American Immigration Lawyers Association; 2012-2014, Senior Fellow, George Mason University; 2009-present, Legal Fellow, Institute for Social Policy and Understanding; 2007-present, Senior Editor, The Islamic Monthly; 2003-2007, National Legal Director, Council on American-Islamic Relations

Overseas Experience: Pakistan, Great Britain, Austria

Language Proficiency: English 5, Urdu 5, French 3, Arabic 3, Farsi 3

Research Specialization: Islamophobia, Legal and media commentary on global affairs, Diversity & inclusivity in organizational culture

Number of Recent Publications: 1 **Relevant Samples:** 2016, Sole author, "Scapegoats: How Islamophobia Helps Our Enemies and Hurts Our Freedoms." Skyhorse Publishing

Recent Recognitions/Awards/Honors: Washington University School of Law Distinguished Young Alumni Award, 2013; Personnalités d'Avenir (Personalities of the Future) World Leader Program Award, 2006

Megan Immerzeel

Title/Department: Program Specialist & FLAS Manager, School of Global and International Studies; (not applicable)

Education: AA, Ivy Tech Community College, 2010

Job Experience: 2013-Present, Program Specialist & FLAS Manager, School of Global and International Studies, Indiana Univ.; 2012-2013, Department Secretary, Eppley Institute for Parks & Public Lands, Indiana Univ.; 2012-2013, Administrative Assistant, National Recreation Foundation, Indiana Univ.; 2006-2007, Accounting Associate, Eijerkamp

Overseas Experience: Accounting Associate position in the Netherlands (2006-2007, 15 months), primary education & lower secondary education in the Netherlands (1993-2002, 9 years)

Language Proficiency: Dutch 5

Zaineb S. Istrabadi

Title/Department: Senior Lecturer, Department of Near Eastern Languages and Cultures; (non-tenure track)

Education: PhD, Indiana Univ., 1988; MA, Indiana Univ., 1978; BA, Indiana Univ., 1976

Academic Experience: 2011-Present, Senior Lecturer, Department of Near Eastern Languages and Cultures, Indiana Univ.; 2001-2011, Lecturer, Department of Near Eastern Languages and Cultures, Indiana Univ.; 2004-2007, Director, Arabic Language Instruction, Indiana Univ.; 2011-Present, Arabic Language Consultant, Alef-Baa' Bridges Program

Overseas Experience: Research and work in Iraq, Syria, and Egypt

Pedagogy Training for Language: Attended several Language Pedagogy for LCTL workshops

Language Proficiency: Arabic 5, French 4, Turkish 2, Hebrew 2, Afrikaans 2

Percentage of Instructional Content Area Expertise: International 25% (and Islamic Studies)

Number of Area/International Studies, Language Courses Taught: 4

Relevant Sample Courses: First Year Arabic; Issues in Middle Eastern Literature; Arabic Literature: Classical to Modern Literature (in Arabic); Classical Prose Literature (in Arabic)

Research/Training Specialization: Outreach to K-12 students for the teaching of Arabic; Arabic Instruction

Recent Recognitions/Awards/Honors: Recognition Award for Dedication to the Middle Eastern Arts Festival and Outreach, Indiana University NELC, 2006; Student Choice Awards for Outstanding Faculty, Indiana University, 2005; Faculty Mentor Award, Indiana University NELC, 2003-2004

Erik D. Jacobson

Title/Department: Assistant Professor, School of Education, Indiana Univ.; (tenure track)

Education: PhD, Univ. of Georgia, 2013; MA, Univ. of Georgia, 2011; BA, Dartmouth College, 2004

Academic Experience: 2013-Present, Assistant Professor of Mathematics Education, Department of Curriculum & Instruction, Indiana Univ.; 2015-Present, Affiliate Member, Cognitive Science Program, Indiana Univ.; 2012-2013, Instructor of Record, Univ. of Georgia; 2011-2012, Teaching Assistant, Univ. of Georgia

Percentage of Instructional Content Area Expertise: International 5%

Research/Training Specialization: Mathematics teacher education; Pedagogical content knowledge; Productive disposition for teaching, conceptual change; Quantitative and algebraic reasoning; Measurement of teachers' knowledge and beliefs

Recent Recognitions/Awards/Honors: Association of Mathematics Teacher Educators, Service, Teaching, and Research (STaR) Fellow; American Educational Research Association, Dissertation Grant Awardee; University of Georgia, Outstanding Teaching Assistant Award; University of Georgia, Presidential Graduate Fellowship

Olga Kalentzidou

Title/Department: Director of Academic Initiatives and Experiential Learning, School of Global and International Studies; Lecturer, Department of International Studies; (non-tenure track)

Education: PhD, Indiana Univ., 2001; MA, Indiana Univ., 1995; MA, Indiana Univ., 1993; BA, Univ. of Thessaloniki, Greece, 1989

Academic Experience: 2016-Present, Director of Academic Initiatives and Experiential Learning, School of Global and International Studies, Indiana Univ., Bloomington; 2013-2016, Director of Undergraduate Studies, Department of International Studies, Indiana Univ.-Bloomington; 2009-2013, Associate Director, International Studies Program, Indiana Univ., Bloomington; 2008-2009, Academic Advisor, Univ. Division, Indiana Univ.; 1996-2007, Adjunct Lecturer, West European Studies, Indiana Univ.

Overseas Experience: Greece, Bulgaria, Turkey

Language Proficiency: Greek 5, English 5, German 2, French 2, Italian 3

Percentage of Instructional Content Area Expertise: International 50% (and European and Inner Asian/Uralic Studies)

Number of Area/International Studies, Language Courses Taught: 6

Relevant Sample Courses: Nations, States and Boundaries; Identity and Conflict; Food Security; Modern Greek Language (levels I, II, III)

Research/Training Specialization: Immigration and ethnicity; Food memory; Identity; Service-learning; Material culture; Balkan prehistory

Number of Recent Publications: 1 **Relevant Samples:** 2016, Sole author, "[In]Visible Refugees." Indiana University Consortium for the Study of Religion, Ethics, and Society

Dissertations and/or Theses Supervised over Past Five Years: 3

Recent Recognitions/Awards/Honors: Beth Wood Distinguished Service-Learning Faculty Award – Service Learning Program, Indiana Univ. (2015)

Marianne Kamp

Title/Department: Associate Professor, Department of Central Eurasian Studies; Adjunct Professor, History Department; (tenured)

Education: PhD, Univ. of Chicago, 1998; BA, Dartmouth College, 1985

Academic Experience: 2017-Present, Associate Professor Central Eurasian Studies, Indiana Univ.; 2000-2016, Assistant, then Associate Professor of History, Univ. of Wyoming; 1997-2000, Visiting Assistant Professor of History, Whitman College; 1994-1996, Visiting lecturer for Uzbek language, Univ. of Michigan

Overseas Experience: Uzbekistan (fieldwork - 22 weeks between 1997-2014, language training - 10 months in 1992-93 and 3 months 1991), Russia (research - 6 weeks in 2003, language training - 3 months in 1983), Tajikistan, Kyrgyzstan, Kazakhstan, Israel, Turkey, Hungary, Ukraine

Language Proficiency: Russian 4, Uzbek 4, Tajik 2, Turkish 2, German 2

Percentage of Instructional Content Area Expertise: International 25% (and Inner Asian/Uralic Studies)

Number of Area/International Studies, Language Courses Taught: 4

Relevant Sample Courses: Introduction to Central Asia, Mongolia, and Tibet; Labor and Migration in Central Asia; Women, Gender, and Islam in Central Asia; Politics/Society in Central Asia

Research/Training Specialization: Contemporary Central Asia politics and society; Central Asian social history, Soviet and post-Soviet; Gender studies in Central Asia

Number of Recent Publications: 19 **Relevant Samples:** 2017, Co-author, with Borbieva, N, "Veiling and Unveiling in Central Asia: beliefs and practices, past and present." In *The Routledge International Handbook to Veils and Veiling Practices*. Routledge with Almila, A; Inglis, D Eds.; 2017, Co-author, with Zanca, R, "Stalinism as Collectivization in Uzbekistan: Stalinism and local activism." *Central Asian Survey* 36(1)

Dissertations and/or Theses Supervised over Past Five Years: 3

Stephanie C. Kane

Title/Department: Professor, Department of International Studies; (tenured)

Education: PhD, Univ. of Texas at Austin, 1986; MA, Univ. of Texas at Austin, 1981; BA, Cornell Univ., 1972

Academic Experience: 2014-Present, Professor of International Studies, Indiana Univ.; 2013-2014, Professor of Criminal Justice, Indiana Univ.; 1999-2013, Associate Professor of Criminal Justice, Indiana Univ.; 1993-1999, Assistant Professor of Criminal Justice, Indiana Univ.

Overseas Experience: Argentina, Brazil, Panama, Belize, Mexico, Netherlands

Language Proficiency: Spanish 4, Portuguese 4

Percentage of Instructional Content Area Expertise: International 100%

Number of Area/International Studies, Language Courses Taught: 5

Relevant Sample Courses: Cross-Cultural Studies in Criminal Justice; Sex, Drugs, AIDS and Criminal Law; Semiotics; Global Activist Arts; Global Healing

Research/Training Specialization: Environmental justice; water; urban studies; AIDS; indigenous rights

Number of Recent Publications: 11 **Relevant Samples:** 2017, "Enclave Ecology: Hardening the Land-Sea Edge to Provide Freshwater in Singapore's Hydrohub." *Human Organization* 76(1); 2012, Sole author, "Where Rivers Meets the Sea: The Political Ecology of Water." Temple University Press; 2004, Sole author, "The Phantom Gringo Boat: Shamanic Discourse and Development in Panama." 2nd ed., Lisa Loucks Christenson Publishing, LLC

Dissertations and/or Theses Supervised over Past Five Years: 3

Recent Recognitions/Awards/Honors: 2004 IU Trustee Teaching Award; Finalist, Bryce Wood Book Award of the Latin American Studies Association for *The Phantom Gringo Boat*; Fellow in the Society of Applied Anthropology (SfAA)

Stephen Katz

Title/Department: Chair, Department of Near Eastern Languages and Cultures; Professor, Department of Near Eastern Languages and Cultures; (tenured)

Education: DHL, Jewish Theological Seminary of America, 1979; MA, Hunter College of the City Univ. of New York, 1971

Academic Experience: 2009-Present, Professor, Indiana Univ.; 1985-2009, Associate Professor, Indiana Univ.; 1979-1985, Assistant Professor, Indiana Univ.; 1976-1979, Lecturer, Indiana Univ.; 1973-1979, Visiting Lecturer, State Univ. of New York, Albany

Overseas Experience: Israel

Language Proficiency: English 5, Hebrew 5, Hungarian 2, Yiddish 2, Aramic 2, French 1, German 1

Percentage of Instructional Content Area Expertise: Middle Eastern Languages 100%

Number of Area/International Studies, Language Courses Taught: 13

Relevant Sample Courses: Modern, multimedia & Journalistic Hebrew; Modern Hebrew prose and poetry; Yiddish literature in translation; Classical Hebrew; The Pentateuch (Genesis) in Hebrew

Research/Training Specialization: Modern Hebrew Literature in Europe, America and Israel; The fiction of S.Y. Agnon; Hebrew literary responses to the Holocaust

Number of Recent Publications: 3 **Relevant Samples:** 2017, Sole author, Co-editor, "Strange Language: Estrangement and Curiosity in American Hebrew Literature." In *Hamaskil ba'et ha-zo't: sefer ha-yovel le-Moshe Pelli. Sifriyat Po'alim* with Garber, Z; Hakak, L Eds.; 2015, Sole author, "After the Shooting: Yoram Kaniuk's Peripatetic Palmahnik." *Shofar* 34(1); 2009, Sole author, "Red, Black, and Jew: New Frontiers in Hebrew Literature." University of Texas Press

Dissertations and/or Theses Supervised over Past Five Years: 3

Recent Recognitions/Awards/Honors: Recipient, Indiana University Trustee Teaching Award (2010); Jewish Studies Program 2009-10 annual research grant (\$2,500.00, 2009-Present)

Noy S. Kay

Title/Department: Clinical Associate Professor, Department of Applied Health Science, School of Public Health; (non-tenure track)

Education: B.Ed. Bachelor of Education, Chulalongkorn Univ.; M.Ed. Master of Education in Health and Physical Education, Chulalongkorn University; M.S. Indiana University; H.S.D. Indiana University

Overseas Experience: Canada, China, Hong Kong, Japan, Macao, North Korea, Singapore, South Korea, Switzerland, Taiwan, and Thailand.

Foreign Language Proficiency: Thai 5

Percentage of Instructional Content Area Expertise: International 80%

Number of Area/International Studies, Language Courses Taught: 4

Relevant Sample Courses: International Travel Studies; Health Promotion in the 21st Century; International Health; Contemporary Issues in Health Promotion

Research/Teaching Specializations: Global/international health; health promotion; school health education; death education; healthy lifestyles

Number of Recent Publications: 1

Dissertations Supervised During the Past Five Years: 7

Recent Recognitions/Awards/Honors: Keynote speaker for conferences in Asian countries, numerous cross-cultural studies among Asian countries, numerous invited presentations and teaching, and offering the Annual Travel Study course during summer for the Department of Applied Health Science, School of Public Health since 2006

Khalid M. Khan

Title/Department: Assistant Professor, Department of Environmental & Occupational Health, School of Public Health, Indiana Univ.; (tenure track)

Education: DrPH, Columbia Univ., 2011; MEM, Griffith Univ., 2000; MSc, Univ. of Dhaka, 1998; BSc, Univ. of Dhaka, 1995

Academic Experience: 2014-Present, Assistant Professor, School of Public Health, Indiana Univ.; 2012-2014, Postdoctoral Scholar, Univ. of Iowa; 2011-2012, Postdoctoral Researcher, Oregon Health and Science Univ.; 2010-2011, Postdoctoral Researcher, Columbia Univ. Mailman School of Public Health

Overseas Experience: Bangladesh, India, Ecuador, Liberia, Egypt

Language Proficiency: Bangla 5, Hindi 2, Arabic 2

Percentage of Instructional Content Area Expertise: International 50% (and Southeast Asian Studies)

Number of Area/International Studies, Language Courses Taught: 2

Relevant Sample Courses: Issues in Global Environmental Health: Investigations and Interventions; Global Environmental Health Issues

Research/Training Specialization: Environmental Health Interventions in Developing Countries; Health Effects of Water Contaminants on Vulnerable Populations

Number of Recent Publications: 11 **Relevant Samples:** 2015, Co-author, with Ahmed, E; Factor-Litvak, P; Graziano, JH, "Evaluation of an elementary school-based educational intervention for reducing drinking water arsenic exposure." *Environ Health Perspectives* 123(12); 2013, Co-author, with George, C; Factor-Litvak, P, "Approaches to Increase Arsenic Awareness in Bangladesh: An Evaluation of an Arsenic Education Program." *Health Education & Behavior* 40(3)

Dissertations and/or Theses Supervised over Past Five Years: 5

Recent Recognitions/Awards/Honors: Columbia University Mailman School of Public Health Bernard Weinstein Award; Fogarty International Center of National Institute of Health (NIH) Fellowship/Grant; The Earth Clinic Award of Columbia University Earth Institute; Australian Development Scholarship

Jiyoung Kim

Title/Department: Lecturer, Department of East Asian Languages and Cultures; (non-tenure track)

Education: PhD, Univ. of Hawaii at Manoa, 2014; MA, California State Univ. at Northridge, 2000; BA, Chung-Ang Univ., 1996

Academic Experience: 2016-Present, Lecturer, Indiana Univ., Bloomington; 2014-2016, Lecturer, Univ. of California, Berkeley

Overseas Experience: None

Pedagogy Training for Language: PhD, Korean linguistics

Language Proficiency: Korean 5, English 4

Percentage of Instructional Content Area Expertise: East Asian Languages 100%

Number of Area/International Studies, Language Courses Taught: 6

Relevant Sample Courses: Elementary Korean 1 & 2; Intermediate Korean 1 & 2; Third Year Korean 1 & 2

Research/Training Specialization: Korean language courses

Number of Recent Publications: 1 **Relevant Samples:** Co-author, Translator, with Choi, S, "Handbook of youth prevention science." Hakjisa [Forthcoming]; 2010, Sole author, "Grammaticalization of Korean sentence ender -(u)l key(yo)." Harvard Studies of Korean Linguistics with Lee, I Ed.

Recent Recognitions/Awards/Honors: Excellent Student Paper Award, American Association of Teachers of Korean; search committee member, Korean Government Scholarship Program

Xiaoqing Kou

Title/Department: Coordinator, Center for Language Technology; (non-tenure track)

Education: PhD, Indiana Univ., 2011; MS, Indiana Univ., 2002; MA, Shanghai International Studies Univ., 1999; BA, Tianjin International Studies Univ., 1995

Academic Experience: 2012-Present, Coordinator, Center for Language Technology, Indiana Univ.; 2011-2012, Grant Writer, Researcher, WisdomTools INC.; 2003-2008, Associate Instructor, Indiana Univ.; 1995-1996, Instructor, Foreign Affairs Secretary, Tianjin Foreign Studies Univ.

Overseas Experience: Mainland China, Taiwan China

Language Proficiency: Mandarin 5, Japanese 1

Percentage of Instructional Content Area Expertise: International 100%

Research/Training Specialization: Technology enriched language teaching and learning; Support of less commonly taught languages

Nicole Kousaleos

Title/Department: Senior Lecturer, Department of International Studies; (non-tenure track)

Education: Ph.D., Indiana Univ., 2000; MA, Indiana Univ., 1995; BA, Ohio Univ., 1991

Academic Experience: 2017-Present, Senior Lecturer, Indiana Univ. Bloomington; 2009-2017, Lecturer, Indiana Univ. Bloomington; 2004-2008, Adjunct Lecturer, Indiana Univ. Bloomington; 2001-2002, Visiting Lecturer, Indiana Univ. Purdue Univ. Indianapolis; 2000-2001, Researcher, Univ. Of North Carolina Greensboro

Overseas Experience: Field work in Côte d'Ivoire (1997, 10 months), Homestay in Ghana (1997, 1 week)

Language Proficiency: French 3, Spanish 1, German 1, Bambara 1

Percentage of Instructional Content Area Expertise: International 100%

Number of Area/International Studies, Language Courses Taught: 9

Research/Training Specialization: Ethnography; Community based research; Gender studies; Human rights; Political economic approaches to development

Number of Recent Publications: 1

Dissertations and/or Theses Supervised over Past Five Years: 2

Recent Recognitions/Awards/Honors: University Trustees Teaching Award, 2018; Outstanding Instructor Award International Studies Program, 2012, 2011, 2010, 2009

Emily Krauser

Title/Department: Assistant Director of Research and Evaluation, Thomas P. Miller and Associates; (not applicable)

Education: MA, Indiana Univ. Lilly Family School of Philanthropy, 2008; BA, Ball State Univ., 2006

Academic Experience: 2016-Present, Assistant Director of Research and Evaluation, Thomas P. Miller and Associates; 2008-2016, KIDS COUNT Data Program Manager, Indiana Youth Institute; 2011-2011, Adjunct Instructor of Statistics, Indiana Univ.-Purdue Univ., Indianapolis; 2006-2008, Graduate Research Fellow, Indiana Univ. Lilly Family School of Philanthropy

Overseas Experience: England, Bulgaria

Language Proficiency: Spanish 2

Number of Recent Publications: 4 **Relevant Samples:** Sole author, "Evaluation of Esperanza Ministries' Department of Labor Skill UP Grant for Community Health Worker Training." Consult: Thomas P. Miller and Associates [Forthcoming]; Co-author, with Points, B; Holcomb, C; Bellville, J, "Economic Impact Study of Purdue University's Supplier Diversity Program." Consult: Thomas P. Miller and Associates [Forthcoming] 2018, Co-author, with Points, B; Holcomb, C, "Oklahoma Statewide Virtual Charter School Board Enrollment Motivations Study."; 2016, Co-author, with Barrett, D, "Evaluation of the Trust for Social Achievement at the America for Bulgaria Foundation." Consult: Thomas P. Miller and Associates

Recent Recognitions/Awards/Honors: Project Lead or Manager for numerous research, evaluation, and technical assistance projects including federally funded Early Childhood Comprehensive Systems Impact grant programs, completing research projects for institutions of higher education, and designing evaluation methodologies for AmeriCorps programs and K-12 institutions

Patricia K. Kubow

Title/Department: Professor, Educational Leadership and Policy Studies; Professor, Curriculum and Instruction; (tenured)

Education: PhD, Univ. of Minnesota, 1996; MA, Univ. of Minnesota, 1994; BA, Concordia College-Moorhead, Minnesota, 1989

Academic Experience: 2013-Present, Professor, International Comparative Education, Indiana Univ.; 2008-2013, Professor, International Comparative Education, Bowling Green State Univ.; 1998-2008, Associate & Assistant Professor, International Comparative Education, Bowling Green State Univ.

Overseas Experience: Educational research field work in Kenya (2002, 1 week); field work in Jordan (2008, 2 weeks; 2010, 1 month; 2011, 2 months; 2018, 5 months); field work in South Africa (2002, 1 month; 2006, 5 months; 2009, 1 week; 2015); research in 25 countries

Language Proficiency: Arabic 2

Percentage of Instructional Content Area Expertise: International 100% (with African and Middle Eastern Studies)

Number of Area/International Studies, Language Courses Taught: 4

Relevant Sample Courses: Comparative/International Higher Education; Multicultural & Global Ed

Research/Training Specialization: Citizen identity and democratic citizenship education explored in comparative/international contexts, especially in Sub-Saharan Africa and the Middle East

Number of Recent Publications: 32 **Relevant Samples:** 2017, Sole author, "Exploring Western and non-Western epistemological influences in South Africa: Theorising a critical democratic education." *Compare: A Journal of Comparative and International Education* 48(3)

Dissertations and/or Theses Supervised over Past Five Years: 1

Recent Recognitions/Awards/Honors: Fulbright U.S. Scholar to Jordan; Joyce Cain Award, Comparative/International Education Society; Outstanding Citizen Award, U.S. Agency for International Development; Recognition by The White House, Humanitarian/Reconstruction Efforts Abroad

Gil Latz

Title/Department: Associate Vice Chancellor for International Affairs, Office of International Affairs, Indiana Univ.-Purdue Univ.-Indianapolis; Professor of Geography, IUPUI; (tenured)

Education: PhD, Univ. of Chicago, 1986; MA, Univ. of Chicago, 1978; BA, Occidental College, 1974

Academic Experience: 2012-Present, Associate Vice Chancellor for International Affairs, Indiana Univ.-Purdue Univ.-Indianapolis; 2012-Present, Associate Vice President for International Affairs, Indiana Univ.; 2012-Present, Professor of Geography, IUPUI; 2012-Present, Affiliated Professor of Philanthropy, IUPUI; 1984-2012, Vice Provost for International Affairs; Professor of Geography; Professor of International Studies, Portland State Univ.

Overseas Experience: Study Abroad, Japan (1972-73); Research, Japan (1979-83); Language Study, Tokyo (1980-81); Fulbright, Italy (2001-02)

Language Proficiency: Japanese 4, French 2

Percentage of Instructional Content Area Expertise: International 100% (with East Asian, Southeast Asian, and European Studies)

Number of Area/International Studies, Language Courses Taught: 15

Research/Training Specialization: East Asia: Japanese metropolis; Regional development; Agricultural development; Religious influences on the cultural landscape; Modern Japanese philanthropy/civil society

Number of Recent Publications: 11 **Relevant Samples:** Co-author, with Bogenschield, T, "Connecting with Community." In *Leading Internationalization*. Stylus Publishing with Charles, H; Deardorff, D Eds. [In press]

Dissertations and/or Theses Supervised over Past Five Years: 6

Recent Recognitions/Awards/Honors: Global Vision Award, Texas Tech University, 2018; President, Association of International Education Administrators, 2016-18; Senior Associate for Internationalization, American Council on Education, 2016

Hyo Sang Lee

Title/Department: Associate Professor, Department of East Asian Languages & Cultures, Indiana Univ.; Korean Language Program Coordinator, Indiana Univ.; (tenured)

Education: PhD, Univ. of California, Los Angeles, 1991; MA, Univ. of California, Los Angeles, 1984; BA, Univ. of California, Los Angeles, 1981

Academic Experience: 1993-Present, Associate Professor, Indiana Univ.; 1992-1993, President's Postdoctoral Fellow, Univ. of California, Santa Barbara; 1991-1991, Visiting Assistant Professor, Univ. of California, Los Angeles; 1989-1989, Research Fellow, Seoul National Univ.

Overseas Experience: South Korea

Pedagogy Training for Language: PhD, linguistics

Language Proficiency: Korean 5, French 2, Spanish 1

Percentage of Instructional Content Area Expertise: East Asian Languages 100%

Number of Area/International Studies, Language Courses Taught: 10

Relevant Sample Courses: Elementary-Fourth Year Korean; Korean Language and Culture; Tense and Aspect in East Asian Languages; Teaching Korean as a Foreign Language; Korean Civilization

Research/Training Specialization: Functional linguistics: Language change (grammaticalization and lexicalization) and synchronic variations; Language pedagogy: Teaching Korean as a foreign language

Number of Recent Publications: 7 **Relevant Samples:** 2017, Sole author, "Teaching Listener Responses to KFL Students." *Korean Language in America (KLA)* 21(2); 2015, Sole author, "Tense and Aspect." *The Handbook of Korean Linguistics* with Brown, L; Yeon, JH Eds.; 2015, Sole author, "Modality." *The Handbook of Korean Linguistics* with Brown, L; Yeon, JH Eds.

Dissertations and/or Theses Supervised over Past Five Years: 7

Recent Recognitions/Awards/Honors: The 6th President of American Association of Teachers of Korean; Indiana University Teaching Excellence Recognition Award; Indiana University Trustees Teaching Award; University of California President's Postdoctoral Fellowship

Alex Lichtenstein

Title/Department: Professor, Department of History; Adjunct Professor, Department of American Studies; (tenured)

Education: PhD, Univ. of Pennsylvania, 1990; MA, Univ. of Pennsylvania, 1985; BA, Yale Univ., 1984

Academic Experience: 2011-Present, Professor of History, Indiana Univ.; 2011-Present, Director, Global Living-Learning Community, Indiana Univ.; 2017-Present, Editor, *American Historical Review*; 2015-2016, Interim Editor, *American Historical Review*; 2014-2015, Associate Editor, *American Historical Review*

Overseas Experience: South Africa

Percentage of Time Dedicated to International Studies: International 50% (with African Studies)

Percentage of Instructional Content Area Expertise: History of South Africa; Junior Seminar: The Scottsboro Case; Graduate Colloquium in Comparative History: The US and South Africa

Research/Training Specialization: The intersection of labor history and racial justice in societies shaped by white supremacy, particularly the U.S. South (1865-1954) and 20th-century South Africa

Number of Recent Publications: 56 **Relevant Samples:** 2017, Sole author, "Challenging the Law of the Firm: Gender Relations and Shop Floor Battles for Union Recognition in Natal's Textile Industry, 1973-1985." *Africa* 87(1); 2015, Sole author, "A Measure of Democracy: Work Committees, Black Workers, and Industrial Citizenship in South Africa, 1973-1989." *South African Historical Journal* 67(2); 2013, Co-author, with De Vito, C, "Writing a Global History of Convict Labour." *International Review of Social History* 58(2)

Recent Recognitions/Awards/Honors: Visiting Research Fellow, International Research Center on Work and Human Lifecycle in Global History, Humboldt University, Berlin (2014, 2017); Directeur d'études invité, École des Hautes Études en Sciences Sociales (EHESS), Paris (2013); Fulbright Senior Specialist, University of Genoa (2010) and University of Belgrade (2008)

Adam Liff

Title/Department: Assistant Professor, Department of East Asian Languages and Cultures; (tenure track)

Education: PhD, Princeton Univ., 2014; MA, Princeton Univ., 2011; BA, Stanford Univ.; 2005

Academic Experience: 2014-Present, Assistant Professor of East Asian International Relations, Indiana Univ.; 2018-Present, Founding Director, 21st Century Japan Politics and Society Initiative; 2014-Present, Associate-in-Research, Harvard Univ.; 2018, Adjunct Fellow, Center for Strategic and International Studies (CSIS), Japan Chair; 2018, Visiting Scholar, Waseda Univ.

Overseas Experience: Japan, China, South Korea, Taiwan

Language Proficiency: Japanese 4, Chinese 3

Percentage of Instructional Content Area Expertise: International 50% (and East Asian Studies)

Number of Area/International Studies, Language Courses Taught: 8

Relevant Sample Courses: International Relations of East Asia; Japan in World Trade and Politics; U.S.-Japan Relations; Chinese Foreign Policy; Contemporary Chinese Politics; U.S.-East Asia Relations; Conflict and Cooperation in 21st Century East Asia; The Rise of China

Research/Training Specialization: Contemporary security affairs in the Asia-Pacific region; Foreign relations of Japan and China; U.S. Asia-Pacific strategy; U.S.-Japan alliance; the rise of China and its impact on the region and the world

Number of Recent Publications: 6 **Relevant Sample Publications:** 2018, Sole author, "China and the U.S. Alliance System." *The China Quarterly* 233; 2015, Sole author, "Japan's Defense Policy: Abe the Evolutionary." *The Washington Quarterly* 38(2)

Recent Recognitions/Awards/Honors: The Abe Fellowship, 2017-2018; US-Japan Network for the Future Scholar, 2016-2018; Princeton-Harvard China and the World Program Postdoctoral Fellowship, 2014-2015; Shorenstein Postdoctoral Fellowship in Contemporary Asia, 2014-2015

Xiaoying Liles

Title/Department: Lecturer, Department of East Asian Languages and Cultures, Indiana Univ.; (non-tenure track)

Education: MA, Univ. of Iowa, 2013

Academic Experience: 2015-Present, Lecturer, Indiana Univ., Bloomington

Overseas Experience: China, United States

Pedagogy Training for Language: MA, Asian Civilizations, ACTFL OPI workshop

Language Proficiency: Mandarin Chinese 5, English 4

Percentage of Instructional Content Area Expertise: East Asian Languages 100%

Number of Area/International Studies, Language Courses Taught: 5

Relevant Sample Courses: First Year Chinese; Second Year Chinese; Third Year Chinese; Fourth Year Chinese; Chinese Language Practice

Research/Training Specialization: L2 learners' pronunciation; Critical thinking skills for advanced learners

María Pilar Lope Solá

Title/Department: Independent researcher; (not applicable)

Education: MA, University of Alcalá de Henares, Spain, 1990; MA, University of the Basque Country, Spain, 1989; BA, University of the Basque Country, Spain, 1983

Academic Experience: 2015, Lecturer, Quest University, British Columbia, Canada; 2004-2011, Lecturer, Indiana Univ.

Overseas Experience: Education in Spain, United Nations Development Programme in Kyrgyzstan

Language Proficiency: Spanish 5, French 3

Percentage of Instructional Content Area Expertise: International 50% (and European and Eurasian Studies)

Number of Area/International Studies, Language Courses Taught: 3

Research/Training Specialization: Refugees in Global Perspective, International Public Law

Julia Chia-li Luo

Title/Department: Lecturer, Department of East Asian Languages & Cultures, Indiana Univ.; (not applicable)

Education: PhD, Indiana Univ., 1999; MA, Indiana Univ., 1988

Academic Experience: 2017-2017, Lecturer, Chinese Language Program, Department of East Asian Languages & Cultures, Indiana Univ.; 2012-2013, Associate Coordinator, Chinese Language Program, Department of East Asian Languages & Cultures, Indiana Univ.; 2011-2012, Acting Coordinator, Chinese Language Program, Department of East Asian Languages & Cultures, Indiana Univ.; 2009-2011, Associate Coordinator, Chinese Language Program, Department of East Asian Languages & Cultures, Indiana Univ.; 2000-2007, Visiting Assistant Professor, Department of East Asian Languages & Cultures and Religious Studies Department, Indiana Univ.

Overseas Experience: China, Taiwan

Language Proficiency: Mandarin Chinese 5, Japanese 3

Percentage of Instructional Content Area Expertise: East Asian Languages 100%

Number of Area/International Studies, Language Courses Taught: 10

Relevant Sample Courses: Chinese language courses 1st through 4th year; Chinese in Humanities; Chinese in Social Sciences; Traditional East Asian Civilizations; China: The Enduring Heritage; Encounter of Chinese Religions with Buddhism and Christianity; The Taoist Tradition

Research/Training Specialization: History of Chinese religions and culture; History of Christian Inculturation in China

Recent Recognitions/Awards/Honors: “Top 10 Course Instructors” in the College Board Advanced Placement World Languages Best Practices Course Study by the Educational Policy Improvement Center, Center for Educational Policy Research, Eugene, Oregon

Manling Luo

Title/Department: Associate Professor, Department of East Asian Languages and Cultures; (tenured)

Education: PhD, Washington Univ. in St Louis, 2005; MA, Peking Univ., 1998; BA, Peking Univ., 1995

Academic Experience: 2009-2015, Assistant Professor, Indiana Univ.; 2006-2008, Assistant Professor, Washington State Univ.

Overseas Experience: China, Japan

Language Proficiency: Modern Chinese 5, Classical Chinese 4, Japanese 3

Percentage of Instructional Content Area Expertise: East Asian Studies 100%

Number of Area/International Studies, Language Courses Taught: 10

Relevant Sample Courses: East Asian Studies Scholarship; Basic Reference Works in Chinese Studies; Readings in Chinese Literature; Traditional Chinese Women Writers; Encountering the Supernatural in Traditional Chinese Culture; Literary Chinese I & II

Research/Training Specialization: Traditional Chinese literature/culture; Literati culture; Gender studies

Number of Recent Publications: 7 **Relevant Samples:** 2015, Sole author, "Literati Storytelling in Late Medieval China." University of Washington Press; 2014, Sole author, "Gender, Genre, and Discourse: The Woman Avenger in Medieval Chinese Texts." *Journal of the American Oriental Society* 134(4)

Dissertations and/or Theses Supervised over Past Five Years: 5

Recent Recognitions/Awards/Honors: American Council of Learned Societies (ACLS) Fellow; American Association of University Women (AAUW) Fellow; Visiting Fellow at the Institute of the Humanities and Social Sciences, Peking University; Scholar Grant recipient of the Chiang Ching-Kuo Foundation for International Scholarly Exchange

Stephen Macekura

Title/Department: Assistant Professor, Department of International Studies; (tenure track)

Education: PhD, Univ. of Virginia, 2013; MA, Univ. of Virginia, 2008; BA, Dartmouth College, 2006

Academic Experience: 2015-Present, Assistant Professor, Indiana Univ.

Overseas Experience: United Kingdom, France, Switzerland, Germany

Language Proficiency: French 4, Spanish 1

Percentage of Instructional Content Area Expertise: International 100%

Number of Area/International Studies, Language Courses Taught: 3

Relevant Sample Courses: Diplomacy, Security, and Governance; Global Environment

Research/Training Specialization: U.S. Foreign Policy; History of International Relations; Global History; History of Development; Environmental History

Number of Recent Publications: 27

Relevant Sample Publications: Co-editor, "The Development Century: A Global History." Cambridge University Press with Manela, E Ed. [In press]; 2015, Sole author, "Of Limits and Growth: The Rise of Global Sustainable Development in the Twentieth Century." Cambridge University Press

Pedro Machado

Title/Department: Associate Professor, Department of History; (tenured)

Education: PhD, Univ. of London, 2005; MA, Univ. of New Hampshire, 1997; BA, Univ. of Cape Town, 1993

Academic Experience: 2009-Present, Associate Professor of History, Indiana Univ.; 2011-2012, Visiting Scholar, World History Center, Univ. of Pittsburgh; 2007-2009, Assistant Professor, Santa Clara Univ.; 2005-2007, Faculty Fellow, John W. Draper Program, New York Univ.

Overseas Experience: Fieldwork and research in India, Mozambique, England, Portugal, South Africa

Language Proficiency: Portuguese 5, Spanish 4, Dutch 3, French 3, Afrikaans 3, Gujarati 2, Kiswahili 1

Percentage of Instructional Content Area Expertise: International 75% (and Islamic Studies)

Number of Area/International Studies, Language Courses Taught: 5

Relevant Sample Courses: Indian Ocean: Cradle of Civilizations; Slavery and Unfreedom in World History; Globalizing the Past: History and the Global 'Turn'; Teaching World History

Research/Training Specialization: Merchant networks in the Indian Ocean; South Asian and African History; Early modern, modern, cultural, social, and economic slavery

Number of Recent Publications: 4 **Relevant Samples:** 2014, Sole author, "Ocean of Trade: South Asian Merchants, Africa and the Indian Ocean, c.1750-1850." Cambridge University Press; 2018, Co-editor, "Textile Trades, Consumer Cultures, and the Material Worlds of the Indian Ocean: An Ocean of Cloth." Palgrave Macmillan with Fee, S; Campbell, G Eds.

Dissertations and/or Theses Supervised over Past Five Years: 6

Recent Recognitions/Awards/Honors: IU Trustees Teaching Award (2012); Office of the Vice-President for International Affairs, Language Learning Grant (2014); College Arts and Humanities Institute, Research Travel Grant (2014); Mellon Innovating International Research, Teaching and Collaboration Award (2015); Ostrom Grants Program Award (2015); FLAD/Luso-Development Foundation Short-Term Research Grant (2016)

Marjorie Manifold

Title/Department: Associate Professor, Curriculum Studies & Art Education, Department of Curriculum & Instruction; (tenured)

Education: PhD, Indiana Univ., Bloomington, 1999; MA, Indiana Univ., Indianapolis, 1989

Academic Experience: 2003-Present, Associate Professor, Curriculum Studies & Art Education, Indiana Univ., Bloomington; 1999-2003, Assistant Professor, Art Education, Virginia Commonwealth Univ.

Language Proficiency: French 2

Percentage of Instructional Content Area Expertise: International 10%

Number of Area/International Studies, Language Courses Taught: 2

Relevant Sample Courses: Seminar in Art Education: Designing Culturally Sensitive Curricula with Technology; Seminar in Art Education: Summer Travel as a Resource for Culturally Sensitive Curricula

Research/Training Specialization: Development of culturally sensitive art educational curricula

Number of Recent Publications: 15 **Relevant Samples:** 2016, Co-editor, "Cultural sensitivity in a global world: A handbook for teachers." National Art Education Association with Willis, S; Zimmerman, E Eds; 2016, Sole author, "Ziegfeld & Marantz: Advocating for culturally inclusive art education." *Visual Inquiry: Learning and Teaching Art* 5(2); 2013, Sole author, "When stories lead where teachers fear to tread." In *A Mvészetoktatás Terei. Tanulmányok a vizuális nevelé nemzetközi szakirodalmából*. Nemzeti Tankönyvkiadó (Spaces of art education). National Textbook Publishing House with Gaul, E; Karpati, A; Pataky, G; Illes, A Eds.

Dissertations and/or Theses Supervised over Past Five Years: 5

Recent Recognitions/Awards/Honors: Kenneth Marantz Fellows Award (Inaugural recipient); Mary J. Rouse Award for Teaching, Research, and Service; The Edwin Ziegfeld Service Award for Outstanding Service in Art Education

Zachariah Mathew

Title/Department: Associate Director, Indiana State University Center for Global Engagement and Comprehensive Internationalization; (not applicable)

Education: PhD, Indiana State Univ., 2016; MS, Indiana State Univ., 2003; BA, Lekshmibai National College of Physical Education, Kerala Univ., India, 1994

Overseas Experience: India, Hungary, China

Language Proficiency: Hindi 5, Malayalam 5, Tamil 2, Kannada 2

Percentage of Instructional Content Area Expertise: International 100%

Number of Area/International Studies, Language Courses Taught: 2

Relevant Sample Courses Taught: Economics of International Student Mobility

Research/Training Specialization: Internationalization of Higher Education, Higher Education Leadership & Administration, International Student Mobility and Leadership

Recent Recognitions/Awards/Honors: NAFSA Trainer Corps member, 2018; Chair, global engagement strategic goal initiative, Indiana State University, 2017-Present

Misako Matsubara

Title/Department: Senior Lecturer, Dept. of East Asian Languages and Cultures; (non-tenure track)

Education: MA, Michigan State Univ., 2008; MA, Indiana State Univ., 2003; BA, Kyoto Univ. of Foreign Studies, 1997

Academic Experience: 2013-Present, Senior Lecturer of Japanese, Indiana Univ.; 2013-2017, Visiting Instructor of Japanese, Hokkaido International Foundation; 2007-2013, Lecturer, Indiana Univ.; 2004-2007, Teaching Assistant, Michigan State Univ.; 2005-2006, Visiting Instructor, Kanazawa Institute of Technology

Overseas Experience: Japan

Pedagogy Training for Language: MA, linguistics; TESL Certification

Language Proficiency: Japanese 5

Percentage of Instructional Content Area Expertise: East Asian Languages 100%

Number of Area/International Studies, Language Courses Taught: 5

Relevant Sample Courses: Japanese Language Courses

Research/Training Specialization: Japanese language pedagogy

Recent Recognitions/Awards/Honors: Japanese Teacher of the Year, Association of Indiana Japanese Teachers/Indiana Foreign Language Teachers Association; Trustees Teaching Award, Indiana University

Christopher McGrew

Title/Department: Director, Center for Global Engagement, Indiana State Univ.; (not applicable)

Education: PhD, Purdue Univ., 2011; Univ. of Delaware, 1999; BA, Purdue Univ., 1990, 1984

Professional Experience: 2011-Present, Director of the Center for Global Engagement, Indiana State Univ.; 2010-2013, President and Co-Founder, Global Indiana: A Consortium for International Exchange; 2009, Co-Director of College of Education, Purdue Univ.; 1997-2007, Social Studies/Global Studies Coordinator, Indiana Department of Education; 2004, Co-Leader of Fulbright-Hays Group Project to China, Indiana State Univ.

Overseas Experience: China (40 visits from 1997 ranging from 1 week to six weeks [Fulbright 6 weeks in 2004]), Vietnam (6 visits beginning in 2013 ranging from 2 weeks to 4 weeks), Russia (Fulbright 6 weeks in 1996), Thailand (3 visits from 2011 to 2013 ranging from 2-4 weeks), Croatia (5 visits beginning in 2014 ranging from 1 to 2 weeks), UK, Ireland, Hungary, Cuba, Germany

Language Proficiency: Chinese 1, German 1

Research/Training/Career Specialization: Experiential Learning; Economic Education

Number of Recent Publications: 1 **Relevant Samples:** 2018, Co-author, with Conant, JL, "Complex systems at work in America's first national park." *National Social Science Journal* 50(2)

Patricia A. McManus

Title/Department: Associate Professor, Department of Sociology; Director, Schuessler Institute for Social Research; (tenured)

Education: PhD, Duke Univ., 1996; MA, Duke Univ., 1993

Academic Experience: 1996-Present, Assistant to Associate Professor, Indiana Univ.; 2007-2008, Interim Director, Center for West European Studies, Indiana Univ.; 2007-2008, Interim Co-Director, European Union Center of Excellence, Indiana Univ.

Overseas Experience: France, Germany

Language Proficiency: French 2, German 1

Percentage of Instructional Content Area Expertise: International 25% (and European Studies)

Number of Area/International Studies, Language Courses Taught: 4

Relevant Sample Courses: The New Europeans: Immigration and Ethnicity in Europe

Research/Training Specialization: Immigrant incorporation in Europe and US

Kristina M. McReynolds

Title/Department: Grant Development Specialist, School of Global and International Studies; (not applicable)

Education: BFA, Univ. of Utah, 1999

Academic Experience: 2017-Present, Grant Development Specialist, Indiana Univ., School of Global and International Studies; 2013-2017, Grant Specialist, Indiana Univ., Department of Chemistry; 2012-2012, Grant and Contract Administrator, Northern Arizona Univ., College of Social and Behavioral Sciences; 2009-2012, Training Coordinator, Effort Specialist, Grant and Contract Specialist, Duke Univ., Office of Research Administration; 2002-2009, Sponsored Projects Officer, Univ. of Utah, Office of Sponsored Projects

Overseas Experience: Scotland

Language Proficiency: French 2

Percentage of Instructional Content Area Expertise: International 100%

Research/Training Specialization: While a Training Coordinator at Duke Univ., sessions were created and provided that covered policies and procedures for grant and contract pre- and post- award administration

Number of Recent Publications: 1 **Relevant Sample:** 2007, Co-author, with Pianka, T, "Grants.gov – A User's Guide." Society of Research Administrators 2007 Western Section Meeting

Recent Recognitions/Awards/Honors: Indiana University Chemistry Departmental Staff Award, 2015

Svitlana Melnyk

Title/Department: Lecturer, Department of Slavic and East European Literatures and Cultures; (non-tenure track)

Education: PhD, Kyiv National Univ., 1996

Academic Experience: 2014-Present, Lecturer, Department of Slavic and East European Languages and Cultures, Indiana Univ.; 2011-2013, Research Associate, Alberta-Ukraine Genealogical Project, Alberta Ministry of Culture; 1997-2010, Assistant Professor, Kyiv National Taras Shevchenko Univ.

Overseas Experience: Canada, participating in the seminar "Research initiative on the Democratic Reform of the Government of Ukraine (RIDRU)", University of Alberta, 2015, 1 week

Pedagogy Training for Language: PhD, Philology; ACTFL Certification (Ukrainian, Russian)

Language Proficiency: Ukrainian 5, Russian 5

Percentage of Instructional Content Area Expertise: Russian/East European Languages 100%

Number of Area/International Studies, Language Courses Taught: 7

Relevant Sample Courses: Introduction to Ukrainian Culture; Elementary & Intermediate Ukrainian; Advanced Intermediate Russian; Russian for the Social Sciences; Business Russian

Research/Training Specialization: Sociolinguistics; Bilingualism and education; Linguistic minorities; Language policy and language planning

Number of Recent Publications: 2 **Relevant Samples:** 2016, Co-author, with Pavlenko, A; Jarvis S; Sorokina A, "Communicative relevance: Color references in bilingual and trilingual speakers."

Bilingualism: Language and Cognition; 2012, Co-author, with Hogan-Brun, G, "Language policy management in the former Soviet sphere." In *The Cambridge Handbook of Language Policy*. Cambridge University Press with Spolsky, B Ed.; 2010, Co-author, with Csernicsko, S, "Etnichne ta movne rozmaittia Ukrainy (Ethnic and linguistic diversity of Ukraine)." PoliPrint

Emily Metzgar

Title/Department: Associate Professor, Media School; (tenured)

Education: PhD, Louisiana State Univ., 2008; MA, Elliott School of International Affairs at The George Washington Univ., 1997; BA, Univ. of Michigan, 1993

Academic Experience: 2014-Present, Associate Professor, Indiana Univ.; 2008-2014, Assistant Professor, Indiana Univ.

Percentage of Instructional Content Area Expertise: International 25% (and East Asian Studies)

Number of Area/International Studies, Language Courses Taught: 1

Relevant Sample Courses: Media & Culture in China

Research/Training Specialization: China; Japan; Public diplomacy; Social media, media and society

Number of Recent Publications: 19 **Relevant Samples:** 2013, Co-author, Hornaday, BW; "Leaving It There: The Hutchins Commission & Modern American Journalism," *Journal of Mass Media Ethics*, 28(4); 2013, Sole author, "The Chinese Media Reciprocity Act, Public Diplomacy and the U.S.-China Relationship," *Place Branding & Public Diplomacy*, 9(2); 2012, Sole author, "Promoting Japan: One JET at a Time." CPD Perspectives. University of Southern California Center on Public Diplomacy

Dissertations and/or Theses Supervised over Past Five Years: 3

Recent Recognitions/Awards/Honors: Fellow, Kopenhagen Center for the Advancement of Women in Communication, 2013; Fellow, Society for New Communications Research, 2008; Graduate Fellow, American Academy of Political and Social Science, 2008

Jennifer Midberry

Title/Department: Assistant Professor, Media School, Indiana Univ.; (tenure track)

Education: PhD, Temple Univ., 2016; MA, New York Univ., 2007; BA, Messiah College, 2001

Academic Experience: 2017-Present, Assistant Professor, Media School, Indiana Univ., Bloomington

Overseas Experience: Israel, West Bank, Egypt, Yemen, United Arab Emirates, Kenya, United Kingdom

Language Proficiency: English 5, Arabic 2

Percentage of Instructional Content Area Expertise: International 15% (and Middle Eastern and Islamic Studies)

Number of Area/International Studies, Language Courses Taught: 1

Relevant Sample Courses: Islam in U.S. Media

Research/Training Specialization: Ethical issues related to the visual representation of vulnerable populations and investigates affective and behavioral responses to imagery of marginalized people.

Number of Recent Publications: 17 **Relevant Samples:** 2017, Sole author, "'The only image I ever see': U.S. media consumers' perceptions of Iraqis." *Journalism Studies* 18(7); 2017, Sole author, "Photos of the day online galleries: Representing a more nuanced world." *Journalism: Theory, Practice and Criticism* 18(7)

Mark Minton

Title/Department: Professor of Practice, Department of International Studies; (non-tenure track)

Education: MA, Yale Univ., 1975; BA, Columbia Univ., 1967

Academic Experience: 2015-Present, Professor of Practice, Indiana Univ.

Overseas Experience: Japan, Korea, Mongolia

Language Proficiency: Japanese 3, Korean 2, Russian 2

Percentage of Instructional Content Area Expertise: International 100% (with East Asian Studies)

Number of Area/International Studies, Language Courses Taught: 3

Relevant Sample Courses: Case Studies in U.S. Diplomacy: Opening to China; Ending the Balkan War; Negotiating with North Korea

Research/Training Specialization: Asian Affairs; Professional Diplomacy

Recent Recognitions/Awards/Honors: President of the Korea Society; U.S. Ambassador to Mongolia; Pearson Fellow with the United States Senate

Nader Morkus

Title/Department: Assistant Professor, Department of Near Eastern Languages and Cultures; Director of the Arabic Language Program, Department of Near Eastern Languages and Cultures; (tenure track)

Education: PhD, Univ. of South Florida, 2009; MA, Univ. of Northern Iowa, 2001; BA, Alexandria Univ., 1995

Academic Experience: 2012-Present, Assistant Professor, Indiana Univ.; 2013, Instructor of Arabic, Middlebury College; 2008-2012, Visiting Assistant Professor of Arabic, Middlebury College

Overseas Experience: 2014: Ifrane, Morocco, AL-Alkawayn Univ. project; Alexandria, Egypt, Arab Academy for Science and Technology project; Amman, Jordan, Arabic CIEE program evaluation; 2016 and 2017: Overseas Arabic Flagship Program at AALIM instructor training

Pedagogy Training for Language: PhD, Second Language Acquisition and Instructional Technology

Language Proficiency: Arabic 5, English 4, French 3

Percentage of Instructional Content Area Expertise: International 25% (and Middle Eastern Languages)

Research/Training Specialization: Second language acquisition and language pedagogy

Number of Recent Publications: 5 **Relevant Samples:** 2017, Sole author, "The speech act of correction in Egyptian Arabic and American English." Lambert Academic Publishing; 2014, Sole author, "Refusals in Egyptian Arabic and American English." *Journal of Pragmatics* 70(2014); Co-author, with Al-Ramadan, I; Youseif, A; Bisutti, A, "Introductory Arabic." Great River Learning [Forthcoming]

Dissertations and/or Theses Supervised over Past Five Years: 6

Recent Recognitions/Awards/Honors: Arabic Flagship Grant; Ostrom Grant, for creating the IU Graded Arabic Reader Series, Department of Near Eastern Languages and Cultures; Mellon Innovating International Research, Teaching, and Collaboration (MIIRT) Grant - Joint award with Prof. Asma Afsaruddin for developing new Arabic content courses

Caryn McTighe Musil

Title/Department: Senior Scholar and Director of Civic Learning and Democracy Initiatives, Office of the President, Association of American Colleges & Universities; (not applicable)

Education: PhD, Northwestern Univ., 1978; MA, Northwestern Univ., 1978; BA, Duke Univ., 1966

Academic Experience: 1991-Present, Senior Scholar and Director of Civic Learning and Democracy Initiatives, Association of American Colleges and Universities; 1998-2012, Senior Vice President of the Office of Diversity, Equity, and Global Initiatives, Association of American Colleges and Universities

Overseas Experience: Rome, Italy; Huger, Mexico; Belfast, Northern Ireland; Japan; Oslo, Norway; Berlin, Hamburg, Port of Kiel, Germany; Strasbourg, France; Vilnius, Lithuania; Paris, France; Cape Town, South Africa; Johannesburg, South Africa; Cambridge, England; Goa

Language Proficiency: French 2

Percentage of Instructional Content Area Expertise: International 50%

Research/Training Specialization: As senior V.P. of the ODEGL at AACU, I developed the global portfolio & launched the Global Learning and Social Responsibility Initiative that sought to challenge colleges to educate about global citizenship/issues.

Number of Recent Publications: 1 **Relevant Samples:** 2013, Sole author, "Thinking about and Doing Democracy: Higher Education's Twin Obligations." In *Reimagining Democratic Societies: A New Era of Personal and Social Responsibility*. The Council of Europe with Bergan, S; Harkavy, I; van't Land, H Eds.; 2006, Sole author, "Assessing Global Learning: Matching Good Intentions with Good Practice." Association of American Colleges and Universities

Recent Recognitions/Awards/Honors: National Endowment for the Humanities Grant Awards as Project Director for multi-campus projects, 2015, 2012, 2002, 1995, 1996; Outstanding Contribution to Higher Education Award, 2013, NASPA; Donna Shavlik Award for Sustained Leadership in Advancing Women in Higher Education, American Council on Education, 2006;

Luciana Namorato

Title/Department: Associate Professor, Department of Spanish and Portuguese; (tenured)

Education: PhD, Univ. of North Carolina, Chapel Hill, 2004; MA, Univ. of North Carolina, Chapel Hill, 2001; BA, Universidade do Estado do Rio de Janeiro, 1999; BA, Journalism, Pontifícia Universidade Católica do Rio de Janeiro (PUC-Rio), 1998

Academic Experience: 2006-Present, Associate & Assistant Professor, Indiana Univ.; 2004-2006, Assistant Professor, Department of Modern Languages, Univ. of Oklahoma-Norman

Overseas Experience: Dominican Republic, Brazil, Portugal

Language Proficiency: Portuguese 5, Spanish 4, English 4

Percentage of Instructional Content Area Expertise: International 50% (and Latin American/Caribbean, African, and European Studies)

Number of Area/International Studies, Language Courses Taught: 9

Relevant Sample Courses: African-Brazilian Experience; Brazilian Cinema; Literatures of the Portuguese-Speaking World; Ageing, Gender and Society in Lusophone Literature

Research/Training Specialization: Brazilian Literature; Portuguese Literature; Latin American Literature

Number of Recent Publications: 7 **Relevant Samples:** 2016, Sole author, "'Neckties of a certain color'—Political Engagement in Machado de Assis's *Esau e Jacó*." *Revista de Estudos Literários* 6(2016); 2016, Co-editor, "Transatlantic Dialogues: Realism and Modernity in *Eça de Queirós* and Machado de Assis." *Revista de Estudos Literários* 6 with Bishop-Sánchez, K; Vieira, E Eds.

Dissertations and/or Theses Supervised over Past Five Years: 2

Recent Recognitions/Awards/Honors: New Frontiers of Creativity and Scholarship Grant; Mellon Innovating International Research, Workshop Grant on International Research/Teaching/Collaboration

Teresa Nichols

Title/Department: Grant and Program Manager, Center for the Study of Global Change; Adjunct Faculty, Department of Anthropology; (not applicable)

Education: PhD, Indiana Univ., 2014; MA, Indiana Univ., 2012; BPhil, Univ. of Pittsburgh, 2009

Academic Experience: 2015-2017, Postdoctoral Research Fellow and Project Manager, Learning NAGPRA: Resources for Teaching and Training; 2012-2013, Research Fellow to Mongolia, Institute for International Education

Overseas Experience: Research in Mongolia (2007, 2 months; 2011; 3 months; 2012-2013, 10 months)

Language Proficiency: Mongolian 3, Mandarin Chinese 2, French 2

Percentage of Instructional Content Area Expertise: International 100%

Research/Training Specialization: Qualitative research design and analysis; Scholarship of Teaching and Learning; International Development; Rights of Indigenous Peoples; Heritage Preservation

Number of Recent Publications: 3 **Relevant Samples:** Co-author with Thomas J., "Indexing Professional Ethics: How Do Textbooks Discuss Repatriation?" Teaching Anthropology [In review]; 2014, Sole author, "UN Declaration on the Rights of Indigenous Peoples." In *Encyclopedia of Global Archaeology*. Springer with Smith C Ed.

Recent Recognitions/Awards/Honors: Pan Asia Institute Travel Grant; Fulbright IIE Research Fellowship; American Center for Mongolian Studies Mongolian Language Program Fellowship; David C. Skomp Feasibility Fellowship; FLAS fellowships to study Mongolian and Mandarin Chinese

Martha Nyikos

Title/Department: Associate Professor of World Languages & ESL Education, Literacy, Culture & Language Education Department; Program Area Chair, World Language and ESL Teacher Education; (tenured)

Education: PhD, Purdue Univ., 1987; MA, Univ. of Pittsburgh, 1979

Academic Experience: 1994-Present, Associate Professor, Literacy, Culture & Language Education, Indiana Univ.; 2000-2003, Chair, Language Education Department, Indiana Univ.; 1987-1993, Assistant Professor of Language Education, Indiana Univ.

Overseas Experience: Professional development: Senegal 2004, Mali 2005; Visiting Scholar: Azerbaijan 2001, Budapest 1995 & 2005; Fulbright: Cameroon 1995, China 1988

Pedagogy Training for Language: MA, linguistics; PhD Foreign Lang Education; TESOL Certification; OPI training; multiple teacher professional development for other universities and organizations abroad

Language Proficiency: Hungaian 4, German 3

Percentage of Instructional Content Area Expertise: International 25% (and Inner Asian and Uralic, Russian/East European, and African Studies)

Number of Area/International Studies, Language Courses Taught: 8

Relevant Sample Courses: Heritage Language Maintenance & Development; Strategies-Based Language Teaching; Multilingualism and Identity; Bridges to Children, Languages, World

Research/Training Specialization: Cognitive and socialization factors in language learning; strategies of foreign language students; collaboration, constructivist approaches & resistance factors in teacher development; Heritage language maintenance

Number of Recent Publications: 6 **Relevant Samples:** 2015, Sole author, "Bilingualism and family: Parental beliefs; child agency." *Journal of Sustainable Multilingualism* 5; 2015, Co-author, with Dimitrieska, V, "A Model for Community-based Language Teaching to Young Learners: The Impact of University Outreach." *Journal of the National Council of Less Commonly Taught Languages* 14(2)

Dissertations and/or Theses Supervised over Past Five Years: 17

Christiana Ochoa

Title/Department: Associate Dean for Research and Faculty Affairs, Maurer School of Law; Professor of Law, Charles L. Whistler Faculty Fellow; (tenured)

Education: JD, Harvard Univ., 1998; BA, Univ. of Michigan, 1993

Academic Experience: 2017-Present, Associate Dean for Research and Faculty Affairs, Indiana Univ.; 2017-Present, Academic Director of IU Mexico Gateway, Indiana Univ.; 2012-Present, Adjunct Professor of Latino Studies Program, Indiana Univ.; 2003-Present, Professor of Law, Indiana Univ.

Overseas Experience: México, Colombia, Nicaragua, Brazil, Argentina, Vanuatu

Language Proficiency: Spanish 4, Portuguese 3

Percentage of Instructional Content Area Expertise: International 75%, Latin American/Caribbean Studies 50%

Number of Area/International Studies, Language Courses Taught: 5

Relevant Sample Courses: Global Development; Law & International Development; Commercial Activity and Human Rights; Human Rights; International Law

Research/Training Specialization: Development; Human Rights; International Law; Business & Human Rights; Contracts

Number of Recent Publications: 2 **Relevant Samples:** 2017, Sole author, "Generating Conflict: Gold, Water and Vulnerable Communities." In *Colombian Highlands, Natural Resources And Sustainable Development: International Economic Law Perspectives*. Routledge Press with Tan, C; Foundez, J Eds.; 2011, Co-author, with Keenan, P, "Regulating Conflict in the Context of Ignorance: An Analysis of U.S. Conflict Minerals Legislation." *Göttingen Journal of International Law* 3; 2011, Sole author, "Corporate Social Responsibility and Firm Compliance: Lessons from the International Law-International Relations Discourse." *Santa Clara Journal of International Law* 9

Dissertations and/or Theses Supervised over Past Five Years: 5

Recent Recognitions/Awards/Honors: Mellon Foundation Sawyer Seminar

Alwiya S. Omar

Title/Department: African Languages Coordinator, African Studies Program; Clinical Associate Professor of Linguistics, Indiana Univ.; (non-tenure track)

Education: PhD, Indiana Univ., 1992; MA, Univ. of Dar es Salaam, 1985; BA, Kuwait Univ., 1978

Academic Experience: 2002-Present, Clinical Associate Professor of Linguistics, Indiana Univ.

Overseas Experience: Tanzania, Kuwait

Pedagogy Training for Language: ACTFL/ILR OPI Certified Tester for Swahili

Language Proficiency: Swahili 4, Arabic 1, French 1

Percentage of Instructional Content Area Expertise: African Languages 100% (and Islamic Studies)

Number of Area/International Studies, Language Courses Taught: 4

Relevant Sample Courses: Swahili Language and Culture; Language in Africa

Research/Training Specialization: Computer-assisted language learning; second-language acquisition; Kiswahili and cross-cultural pragmatics; study abroad language programs

Recent Recognitions/Awards/Honors: A. Ronald Walton Lifetime Achievement Award for National Council of Less Commonly Taught Languages, 2018; STARTALK Central, University of Maryland grant to teach Swahili language and culture to Indiana High Schools, summer 2013, 2014, 2015, and 2016; Carnegie African Diaspora Fellowship, May 2015, at State University of Zanzibar (SUZA) to teach at the Kiswahili graduate program

Patrick O'Meara

Title/Department: Special Advisor to the President; Vice President of the Office of International Affairs (Emeritus); Professor of Public and Environmental Affairs, School of Public and Environmental Affairs; Professor of Political Science; (tenured)

Education: BA, Univ. of Capetown, 1960; MA, Indiana Univ., 1966; Ph.D., Indiana Univ., 1970

Academic Experience: 2011-Present, Vice President Emeritus, Professor Emeritus, Indiana Univ.; 2007-2011, Vice President of International Affairs, Indiana Univ.; 1993-2007, Dean of International Affairs, Indiana Univ.; 1972-1997, Director of African Studies Program, Indiana Univ.; 1981-2011; Professor of Public and Environmental Affairs, Indiana Univ.

Overseas Experience: South Africa, Zimbabwe, Malawi, Madagascar, Spain, Kyrgyzstan, Macedonia

Language Proficiency: Afrikaans 3, Italian 3, French 2

Percentage of Instructional Content Area Expertise: International 100% (with African Studies)

Number of Area/International Studies, Language Courses Taught: 5

Relevant Sample Courses: South African Politics; Comparative International Development

Research/Teaching Specialization: African Politics; Comparative Development; International Education

Number of Recent Publications: 2 **Relevant Samples:** Sole author, "Reaching Out: Indiana Universities Global Presence, 1890-2018," Indiana University Press [In press]; 2001, Co-editor, "Changing Perspectives on International Education," 1st ed. Indiana University Press, with Mehlinger, H; Mehlinger, C, Newman, RM Eds.

Dissertations and/or Theses Supervised over Past Five Years: 10

Recent Recognitions/Awards/Honors: Order of St. George conferred by Catalan Parliament; President's Medal conferred by the University of Warsaw; *Amicus Poloniae*, Embassy of Poland; Honorary doctorate, NIDA University, Thailand; Indiana University: Thomas Hart Benton Medal; John W. Ryan Award; President's Medal.

Jessica O'Reilly

Title/Department: Assistant Professor, International Studies; (tenure track)

Education: PhD, Univ. of California Santa Cruz, 2008; MA, Univ. of California Santa Cruz, 2003

Academic Experience: 2016-Present, Assistant Professor, Indiana Univ. Bloomington; 2010-2016, Assistant Professor (tenured to Associate in 2016), St. John's Univ.; 2008-2010, Postdoctoral Research Associate, Princeton Univ./ Univ. of California San Diego

Overseas Experience: Long-term research in New Zealand, Antarctica, Indonesia; Short-term research in Australia, Germany, Morocco, China, Chile, Norway, Bulgaria, Belgium, Denmark, Iceland, United Kingdom, Netherlands, India; Teaching in France, Spain, Australia, Poland

Language Proficiency: French 2, Indonesian 2

Percentage of Instructional Content Area Expertise: International 100%

Number of Area/International Studies, Language Courses Taught: 5

Relevant Sample Courses: Climate Change in International Studies; Global Health and Environment; Climate Disasters and Resilience; Negotiating Climate; International Climate Governance

Research/Training Specialization: Environmental anthropology; Climate change; Science and technology; Environmental practice and management; Policy and governance; Expertise discourse; Cultural geography

Number of Recent Publications: 15 **Relevant Samples:** 2017, Sole author, "The Technocratic Antarctic: an ethnography of scientific expertise and environmental governance." Cornell University Press; 2015, Sole author, "Glacial Dramas: typos, projections, and peer review in the Intergovernmental Panel on Climate Change." In *Climate Cultures: Anthropological Perspectives on Climate Change*. Yale University Press with Barnes, E; Dove, MR Eds.

Dissertations and/or Theses Supervised over Past Five Years: 2

Radhika Parameswaran

Title/Department: Professor and Chair of Journalism, Media School; Adjunct Professor of Cultural Studies and India Studies, College of Arts and Sciences; (tenured)

Education: PhD, Univ. of Iowa, 1997; MS, Texas Christian Univ., 1993; MCJ, Osmania Univ., 1990

Academic Experience: 2011-Present, Professor of Journalism, Indiana University; 2011-Present, Adjunct Faculty of Cultural Studies and India Studies, Indiana Univ.; 2004-2011, Associate Professor of Journalism, Indiana Univ.; 1993-1997, Instructor, Indiana Univ.

Overseas Experience: Journalism work in Hyderabad and Bombay India

Language Proficiency: Hindi 3, Telugu 2, Tamil 2

Percentage of Instructional Content Area Expertise: International 100%

Number of Area/International Studies, Language Courses Taught: 8

Relevant Sample Courses: Globalization and Media; Beauty & its Global Beholders; Globalization, Media, and Social Change; Media and Society; Gender and Media: Production, Text, and Audience

Research/Training Specialization: Feminist Cultural Studies; Globalization and Communication; Visual Communication; Postcolonial Media Studies; South Asia; and Qualitative Research Methodologies.

Number of Recent Publications: 12 **Relevant Samples:** 2013, Sole author, "Globalization, beauty regimes, and mediascapes in the new India." In The Routledge Companion to Media and Gender. Routledge with Carter, C; McLaughlin, L; Steiner L Eds.; 2013, Sole author, "Media culture and childhood in the age of globalization." In Routledge Handbook on children, adolescents, and media. Routledge with Lemish, D Ed.

Dissertations and/or Theses Supervised over Past Five Years: 18

Recent Recognitions/Awards/Honors: 2017 Herman B. Wells Endowed Professorship; 2016 Invited to join the ICA Publications Committee; 2015 Teresa Award for "Outstanding contributions to feminist scholarship;" 2014-2016 Editor of Communication, Culture, and Critique journal

Faridah Pawan

Title/Department: Professor, Department of Literacy, Culture & Language Education; (tenured)

Education: PhD, Indiana Univ., 1995; MS, Indiana Univ., 1985; BS, Indiana Univ., 1984;

Academic Experience: 2016-Present, Professor, Indiana Univ.; 2009-2015, Associate Professor, Indiana Univ.; 2003-2008, Assistant Professor, Indiana Univ.; 2001-2003, Visiting Assistant Professor, Indiana Univ.; 1986-1993, Lecturer, Universiti Malaya

Overseas Experience: China, Turkey, Taiwan, Dominican Republic, South Korea

Pedagogy Training for Language: PhD in Language Education

Language Proficiency: Malay 5, Mandarin 2, Spanish 1

Percentage of Instructional Content Area Expertise: International 100%

Number of Area/International Studies, Language Courses Taught: 3

Relevant Sample Courses: International Research in the Professional Development of Second/Foreign Language Teachers; Research into Non-Native Speakers of English Teachers

Research/Training Specialization: Language teacher education and professional development; EFL/ESL instruction and assessment approaches; Instruction and teaching English in Global Contexts

Number of Recent Publications: 5 **Relevant Samples:** 2017, Co-author, with Fan, W; Pei, M, "Teacher Training & Professional Development of Chinese English Language Teachers (ELTs): Changing from fish to dragon." Routledge; 2017, Co-author, with Greene, MSC, "A matter of trust: ESL and Content Area teacher collaboration." In The Content-Based Classroom. University of Michigan Press with Snow, AM; Brinton, DL Eds.

Dissertations and/or Theses Supervised over Past Five Years: 15

Recent Recognitions/Awards/Honors: INTESOL Best of the Best in Higher Education Winner (2015); IU President's Award for Distinguished Teaching, Indiana University (2012); Burton W. Gorman Teaching Award, School of Education (2007)

Rosemary Pennington

Title/Department: Assistant Professor, Department of Media, Journalism & Film; Miami Univ.; (tenure track)

Education: PhD, Indiana Univ., 2015; MA, Indiana Univ., 2010; BS, Ohio Univ., 2001

Academic Experience: 2015-Present, Assistant Professor, Miami Univ.

Overseas Experience: Research in Germany (2017, one week); Research in Finland and Sweden (2017, two weeks); Academic travel in Turkey (2015, one week); Research in Germany and Belgium (2015, six weeks); Academic travel in France and United Kingdom (2012, 10 days)

Language Proficiency: German 2, Spanish 2

Percentage of Instructional Content Area Expertise: International 50% (and Islamic Studies)

Number of Area/International Studies, Language Courses Taught: 2

Relevant Sample Courses: International Communication; Reporting a Global World

Research/Training Specialization: New media; Media representation of Muslims; Media representation of minorities; International communication; Social media and religion; Media and global change

Number of Recent Publications: 6 **Relevant Samples:** 2018, Co-editor, "On Islam: Muslims and the media." Indiana University Press with Kahn, H Ed.; 2016, Sole author, "Dissolving the other: Orientalism, consumption, and Katy Perry's insatiable 'Dark Horse.'" *Journal of Communication Inquiry* 40(2); 2014, Co-author, with Ogan, C; Willnat, L; Bashir, M, "The rise of anti-Muslim prejudice: Media and Islamophobia in Europe and the United States." *International Communication Gazette* 76(1)

Recent Recognitions/Awards/Honors: Young Scholars Network on Culture, Media Uses, and Media Effects -- German Research Foundation

Jennifer Piatt

Title/Department/Status: Associate Professor, Parks, Recreation and Tourism; Associate Chair of Research, Parks, Recreation and Tourism; (tenured)

Education: PhD, University of Utah, 2007; MS, California State University, Chico, 2000; BS, California State University, Chico, 1995

Academic Experience: 2017-Present, Associate Professor, Indiana University, Bloomington; 2013-Present, Adjunct Faculty - School of Medicine, University of Utah; 2010-2017, Assistant Professor, Indiana University, Bloomington; 2005-2010, Assistant Professor, California State University, Sacramento

Overseas Experience: Italy, Germany, Mexico

Language Proficiency: ASL 2

Percentage of Instructional Content Area Expertise: International 10%

Research/Training Specialization: Inclusion, social construct of disability

Number of Recent Publications: 52 **Relevant Samples:** 2017, Co-author, with Wells, M; Kang, S; Hoffman, J; Taylor, J, "Changing identity through sport: The Paralympic sport club experience among adolescents with mobility impairments." *Disability and Health* 11(2); 2018, Sole author, "Physical Disability." In The SAGE Encyclopedia of Lifespan Human Development. With Bornstein, MH Ed.; 2018, Co-author, with Rosenbluth, JP; Campbell, C; McClary, V; Kari, T, "Recreation and Leisure Skills" In Spinal Cord Medicine. With Burns, S Ed. [In press]

Dissertations and/or Theses Supervised over Past Five Years: 16

Recent Recognitions/Awards/Honors: Clinical Researcher Loan Repayment Program, National Institute of Health

Clémence Pinaud

Title/Department: Assistant Professor of International Studies, Indiana Univ.; (tenure track)

Education: PhD, Sorbonne-Paris 1 Univ., 2013; MA, Sciences Po (Institute of Political Studies), 2008; BA, Sciences Po (Institute of Political Studies), 2004

Academic Experience: 2016-Present, Assistant Professor of International Studies, Indiana Univ.; 2015-2016, Humanitarian Affairs Officer, Doctors without Borders, Juba, South Sudan (MSF Holland); 2013-2015, Global Post-Doctoral Fellow, New York Univ., Shanghai, China; 2012-Present, Regional Coordinator and Country Expert for the Sudan and South Sudan, V-Dem, Worldwide Research Project Measuring Varieties of Democracy

Overseas Experience: South Sudan and Africa

Language Proficiency: French 5, English 5, German 3, Amharic 1, Swahili 1, Chinese 1, Arabic 1

Percentage of Instructional Content Area Expertise: International 100%

Number of Area/International Studies, Language Courses Taught: 2

Relevant Sample Courses: Advanced Topics in Peace and Conflict

Research/Training Specialization: The history of the relationship between women, civilians at large, and the armed groups in South Sudan's second and third civil wars

Number of Recent Publications: 8 **Relevant Samples:** 2016, Sole author, "Military Kinship, Inc.: Patronage, inter-ethnic marriages and social classes in South Sudan." *Review of African Political Economy* 43(148); 2015, Sole author, "'We are trained to be married!' Elite formation and ideology in the Sudan People's Liberation Army's 'Girls' battalion' Ketiba Banat." *Journal of Eastern African Studies* 9(3); 2014, Sole author, "South Sudan: Civil War, Predation and the Making of a Military Aristocracy." *African Affairs* 113(451)

Shruti Rana

Title/Department: Professor of Practice, Department of International Studies; (non-tenure track)

Education: JD, Columbia Univ. School of Law, 2000; MSc, London School of Economics, 1997; BA, Univ. of California, Berkeley, 1997

Academic Experience: 2017-Present, Professor of Practice, Indiana University, Bloomington; 2010-2016, Associate Professor of Law, Univ. of Maryland Francis King Carey School of Law; 2007-2010, Assistant Professor of Law, Univ. of Maryland Francis King Carey School of Law; 2014-2015, Visiting Associate Professor of Law, Univ. of California, Berkeley; Visiting Professor of International and Comparative Law, Central Univ. of Finance and Economics

Overseas Experience: Faculty exchange in China, December 2007 & 2008; Visiting professor in China, Spring 2010 & 2011; Research in Malaysia, Spring & Summer 2000; Study in Japan, Spring 1994

Language Proficiency: Hindi 3

Percentage of Instructional Content Area Expertise: International 100%

Number of Area/International Studies, Language Courses Taught: 6

Relevant Sample Courses: Gender and International Human Rights; Law of International Business; Comparative Commercial Law; International and Comparative Business Law

Research/Training Specialization: International and comparative law, including corporate governance and corporate social responsibility; Gender and human rights; Business and technology policy; Immigration and refugee law

Number of Recent Publications: 8 **Relevant Samples:** 2017, Sole author, "The Global Battle over Copyright Reform: Developing the Rule of Law in the Chinese Business Context." *Stanford Journal of International Law* 53(1); 2016, Co-author, with Newman, N; Maloney, M, "Pro Bono Legal Services for Human Rights." 2nd ed.; 2013, Sole author, "Teaching Amidst Transformation: Integrating Global Perspectives on the Financial Crisis in the Classroom." *Journal of Business & Technology Law* 8

Elisa Räsänen

Title/Department: Lecturer, Finnish Language, Department of Central Eurasian Studies; (non-tenure track)

Education: MA, Univ. of Jyväskylä, 2014; BA, Univ. of Jyväskylä, 2012

Academic Experience: 2016-Present, Lecturer, Finnish Language, Indiana Univ.; 2015, Teaching Assistant, Univ. of Toronto; 2013-2014, Foreign Language Teaching Assistant, Indiana Univ.

Overseas Experience: University degrees, work experience and conferences in Finland; University of Toronto, TA in Finnish Studies Program; Josef Skvorecký Literary Academy, Prague, Czech Republic;

Pedagogy Training for Language: Pedagogical studies in teaching in Finland; Workshops and training in Indiana Univ. and Univ. of Toronto

Language Proficiency: Finnish 5, English 4, Swedish 3, German 2

Percentage of Instructional Content Area Expertise: International 15% (and European and Uralic Languages)

Number of Area/International Studies, Language Courses Taught: 7

Relevant Sample Courses: Introductory Finnish I & II, Intermediate Finnish I & II, Advanced Finnish I & II; Marimekko, Mobile Games and Metal Bands: A Guide to Finnish Culture

Research/Training Specialization: Finnish as a second language; Foreign language pedagogy; Integrating subject and language knowledge; Online teaching

Recent Recognitions/Awards/Honors: 2015 CIMO grant (The Centre for International Mobility under the Finnish Ministry of Education); 2013–2014 Fulbright Foreign Language and Culture Teaching Assistant (FLTA) Scholarship for Indiana University, Bloomington, Indiana, USA; 2010–2011 Erasmus scholarship for an academic exchange in Josef Skvorecký Literary Academy, Prague, Czech Republic

William Rasch

Title/Department: Professor, Department of Germanic Studies; Chair, Department of Germanic Studies; (tenured)

Education: PhD, Univ. of Washington, Seattle, Washington, 1989; Bacc Philol, Univ. of Iceland, Reykjavik, 1978; BA, Florida Presbyterian College (now: Eckerd College), 1971

Academic Experience: 2004-Present, Professor, Indiana Univ.; 1994-2004, Associate & Assistant Professor, Indiana Univ.; 1990-1994, Visiting Assistant Professor, Indiana Univ.

Overseas Experience: Studying philology in Iceland (2 years); Visiting Professor, Univ. of Konstanz in Germany; Fellowship, Institute for Literary Research in Germany; Fellowship, International Cultural Studies Center in Austria; Fellowship in England

Pedagogy Training for Language: PhD, German

Language Proficiency: German 4, Scandinavian Languages 1

Percentage of Instructional Content Area Expertise: European Studies 100%

Number of Area/International Studies, Language Courses Taught: 5

Relevant Sample Courses: German culture, history, literature and philosophical tradition; The idea of Europe; Various facets of war; Human rights; European idea of modernity

Research/Training Specialization: German cultural and intellectual history; European philosophical discourse of modernity; War and the idea of restraint on war

Number of Recent Publications: 12 **Relevant Samples:** 2016, Sole author, "Political Theology and Political Form: Power, Contingency, Authority, Belief." *Journal for Cultural Research* 20(3); 2013, Sole author, "Soziale Systeme: Kapitel 1." In *Klassiker auslegen: Soziale Systeme*. Akademie Verlag with Horster, D Ed.

Dissertations and/or Theses Supervised over Past Five Years: 2

Daniel B. Reed

Title/Department: Associate Professor of Ethnomusicology, Department of Folklore and Ethnomusicology; (tenured)

Education: PhD, Indiana Univ., 1999; MA, Indiana Univ., 1995; BA, Ohio Univ., 1985

Academic Experience: 2017-Present, Laura Boulton Professor of Ethnomusicology, Indiana Univ.; 2008-Present, Associate Professor, Department of Folklore and Ethnomusicology, Indiana Univ.; 2001-2007, Director, Archives of Traditional Music, Indiana Univ.; 2013-2014, Director, Ethnomusicology Institute, Indiana Univ.

Overseas Experience: Mali and Guinea 2003, Côte d'Ivoire 1997, 1994

Language Proficiency: Bamana 4, Dan (Yakuba) 4, French 3

Percentage of Instructional Content Area Expertise: International 25% (and Islamic Studies)

Number of Area/International Studies, Language Courses Taught: 4

Relevant Sample Courses: West African Music; Ritual Music in West Africa; African Mobilities and Expressive Culture; African Expressive Culture Now

Research/Training Specialization: Music and Culture in West Africa; Islam in West Africa

Number of Recent Publications: 10 **Relevant Samples:** 2016, Sole author, "Abidjan USA: Music, Dance, and Mobility in the Lives of Four Ivorian Immigrants." Indiana University Press; 2016, Sole author, "Drums, Dance, Dreams, and Remittance: Transnational Interconnections in Ivorian Immigrant Mask Performance in the USA." *African Arts* 49(4); 2017, Co-author, with Allison, T; Cohen, JM, "Toward Common Cause: Music and Global Health." *Journal of Folklore Research* 24

Dissertations and/or Theses Supervised over Past Five Years: 2

Distinctions: IU Vice Provost for Research Summer Faculty Fellowship (2014); IU Trustees Teaching Award (2014, 2003); National Endowment for the Humanities Summer Scholar Award (2011)

Jennifer Meta Robinson

Title/Department: Professor of Practice, Department of Anthropology; Course Director, Graduate Certificate on College Pedagogy; (non-tenure track)

Education: PhD, Indiana Univ., 2001; MA, Northeastern Univ., 1991; BA, Western Kentucky Univ., 1988

Academic Experience: 2013-Present, Professor of Practice, Indiana Univ.; 2016-Present, Course Director, Indiana Univ.; 2014-Present, Affiliated Faculty, Indiana Univ.; 2008-2013, Senior Lecturer, Indiana Univ.; 2006-2008, Adjunct Assistant Professor, Indiana Univ.

Overseas Experience: Sweden, Croatia, Canada, Germany, Norway

Language Proficiency: Spanish 1

Percentage of Instructional Content Area Expertise: International 100%

Number of Area/International Studies, Language Courses Taught: 2

Relevant Sample Courses: Interpersonal Communication, A Cultural Approach; Food and Culture

Research/Training Specialization: Food; Culture; Environment; Pedagogy

Number of Recent Publications: 13 **Relevant Samples:** 2017, Co-author, with Farmer, J, "Selling Local: Why Local Food Movements Matter." Indiana University Press; 2012, Co-editor, "A Cultural Approach to Interpersonal Communication: Essential Readings." 2nd ed. Blackwell with Monaghan, L; Goodman, J Eds.

Dissertations and/or Theses Supervised over Past Five Years: 10

Recent Recognitions/Awards/Honors: P.A. Mack Award for Distinguished Service to Teaching; Distinguished Service Award, International Society for Scholarship of Teaching and Learning; Trustees Teaching Award, Indiana University; Wagner Award for service, Indiana University; Theodore M. Hesburgh Faculty Development Award; Noyes Fellowship for academic achievement, Indiana Univ.

Gina Romano

Title/Department: Impact Methods and Analysis Specialist, Thomas P. Miller and Associates; (not applicable)

Education: PhD, Indiana Univ., 2019; MA, Indiana Univ.-Purdue Univ. Indianapolis, 2010; BA, Indiana Univ.-Purdue Univ. Indianapolis, 2008

Academic Experience: 2017-Present, Impact Methods and Analysis Specialist, Thomas P. Miller & Associates; 2014-2017, Graduate Assistant, Indiana Univ. School of Education-Center for Evaluation and Education Policy (CEEP); 2013-2014, Adjunct Instructor, Univ. of Indianapolis; 2010-2014, Researcher Coordinator, Center of Excellence in Leadership of Learning (CELL); 2009-2010, Research Assistant, Institute for Research on Social Issues

Overseas Experience: Greece

Language Proficiency: English 5, Italian 2

Research/Training Specialization: Research and evaluation methodologies with a focus on quantitative approaches such as quasi-experimental design, structural equation modeling, psychometrics, hierarchical linear modeling and longitudinal analysis.

Number of Recent Publications: 5 **Relevant Samples:** 2018, Co-author, with Bradley-Levine, J, Reichart, M, "Teacher Leaders' Influence on Teachers' Perceptions of the Teacher Evaluation Process." *International Studies in Educational Administration* 45(3); 2017, Co-author, with Bradley-Levine, J, "Examination of the New Tech model as holistic democracy." *Democracy and Education* 25(1); 2015, Co-author, with Bradley-Levine, J; Lee, JS, "Teacher Mentoring as a Community Effort." *School Science and Mathematics* 116(2)

Recent Recognitions/Awards/Honors: Dr. Harrison Hedley Way Fellowship: 2015-17; Frieda Alice Renfro Fellowship: 2014-15

Beth Samuelson

Title/Department: Associate Professor, Department of Literacy, Culture & Language Education; (tenured)

Education: PhD, Univ. of California, Berkeley, 2004; MS, Univ. of Southern California, 1998; MS, Univ. of Wisconsin-Madison, 1996; BA, Wheaton College, 1988

Academic Experience: 2015-Present, Associate Professor, Indiana Univ.; 2008-2015, Assistant Professor, Indiana Univ.

Overseas Experience: Rwanda, Uganda

Language Proficiency: French 3, German 3, Mandarin 2, Lingala 2, Swahili 2, Kinyarwanda 2

Percentage of Instructional Content Area Expertise: International 25% (and African Studies)

Number of Area/International Studies, Language Courses Taught: 2

Relevant Sample Courses: Issues in Literacy, Culture, and Language Education; Language Foundations-ESL/EFL

Research/Training Specialization: Language Policy

Number of Recent Publications: 14 **Relevant Samples:** 2013, Sole author, "Rwanda Switches to English: Conflict, Identity and Language-in-Education Policy." In *Language Policies in Education: Critical Issues*. Routledge with Tollefson, JW Ed.; 2013, Co-author, with Pawan, F; Hung, YJ, "Barriers to collaboration between English-as-a-Second-Language and content area teachers." In *Co-teaching and other collaborative practices in the EFL/ESL classroom: Rationale, research, reflections, and recommendations*. Information Age Publishing with Honigsfeld, A; Dove, M, Eds.

Dissertations and/or Theses Supervised over Past Five Years: 14

Recent Recognitions/Awards/Honors: Provost's Award, Indiana University; Creative Activity Award; National Academy of Education/Spencer Foundation Postdoctoral Fellow; Experiential Education Research Award, Indiana State University; Books & Beyond, Francois Manchuelle Award

Edith Sarra

Title/Department: Associate Professor, Department of East Asian Languages and Cultures; Adjunct Associate Professor, Department of Comparative Literature; (tenure-track)

Education: PhD, Harvard Univ., 1988; MA, Univ. of Illinois, Urbana, 1981; MA, Univ. of Illinois, Urbana, 1979; BA Univ. of North Carolina, Greensboro, 1977

Academic Experience: 1989-Present, Associate & Assistant Professor of East Asian Language and Cultures, Indiana Univ.; 1987-1989, Assistant Professor of Comparative Literature and Japanese, Pennsylvania State Univ.; 1983-1985, Teaching Fellow, Harvard Univ.

Overseas Experience: Japan

Pedagogy Training for Language: PhD

Language Proficiency: Japanese 4, Classical Japanese 4, French 3, Classical Chinese 1, German 1

Percentage of Instructional Content Area Expertise: East Asian Studies 100%

Number of Area/International Studies, Language Courses Taught: 11

Relevant Sample Courses: Literary Japanese I & II; Literary Translation of Modern Japanese; Readings in Classical Japanese Literature: Voyeurism and Monogatari; East/West Literary Encounters

Research/Training Specialization: Japanese literature; Classical Japanese language; Feminist literary theory

Number of Recent Publications: 4 **Relevant Samples:** 2018, Sole author, "Fantasies of Polygamous Cohabitation: The Rokujōin and its Predecessors." In The Norton Critical Edition of The Tale of Genji, W. W. Norton with Washburn, D Ed.; 2018, Sole author, "Poetry Contests that Never Happened: How the Heroines of Heian Fiction Reinvent Each Other." In Toward a Theory of Cultural Translation: The Poetics of Linking in Genji Studies. University of Michigan Press with Ryu, C Ed.

Dissertations and/or Theses Supervised over Past Five Years: 4

Recent Recognitions/Awards/Honors: Robert and Margaret Goheen Fellowship, National Humanities Center, Research Triangle Park, NC, 2016-2017; William F. Sibley Memorial Prize in Translation of Japanese Literature, 2013-2014; Trustees Teaching Award, IU College of Arts and Sciences, 2014; IU EALC Department award for Translation Workshop, 2013

William E. Scheuerman

Title/Department: Professor, Department of Political Science and Department of International Studies, Indiana Univ.; (tenured)

Education: BA, Yale Univ., 1987; PhD, Harvard Univ., 1993

Academic Experience: 2003-2005, Professor, Univ. of Minnesota; 2000-2003, Associate Professor, Univ. of Minnesota; 1998-2000, Associate Professor, Univ. of Pittsburgh; 1993-1998, Assistant Professor, Univ. of Pittsburgh

Overseas experience: Germany: German Academic Exchange Program (DAAD) Scholarship, 1990-91; Czech Republic: Co-Director of annual Conference on Philosophy and the Social Sciences, Czech Academy for Sciences, Prague

Language Proficiency: German 5, French 3

Percentage of Instructional Content Area Expertise: International 25% (and European Studies)

Number of Area/International Studies, Language Courses Taught: 7

Research/Training Specializations: Modern political thought; Twentieth-century European political thought; Legal theory and the rule of law; Democratic theory; International political and legal theory

Number of Recent Publications: 9

Dissertations and/or Theses Supervised over Past Five Years: 4

Recent Recognitions/Awards/Honors: Fulbright Research Professorship (Germany), Fall 2016; Humboldt Renewed Research Fellowship, August 2016

Antonia Schleicher

Title/Department: Director, National African Language Resource Center; Senior Research Scholar, African Studies Program; Professor, Department Linguistics; Adjunct Faculty, Center for the Study of Global Change; (non-tenure track)

Education: PhD, University of Kansas, 1987, MPhil, Univ. of Kansas, 1985; MA, Univ. of Ibadan, 1982; BA, Univ. of Ibadan, 1980

Academic Experience: 2012-Present, Director of National African Language Resource Center, Indiana Univ.; 2017-Present, Senior Research Scholar, Indiana Univ.; 2014-2017, Executive Director of Center for Language Excellence, Indiana Univ.; 2014-2017, Adjunct Professor of Linguistics, Indiana Univ.; 2012-2014, Executive Director of Language Resource Centers, Indiana Univ.

Overseas Experience: Nigeria, Tanzania, South Africa, Egypt

Pedagogy Training for Language: ACTFL/ILR OPI Certified Tester for Yoruba, 2010; 1989 Certificate in Oral Proficiency Testing, American Council on the Teaching of Foreign Languages; Team Leader Training for Evaluating Summer Language Programs

Language Proficiency: Yoruba 4, English 4, Pidgin-English 4, French 3, Hausa 1, Swahili 1

Percentage of Instructional Content Area Expertise: International 25% (and African Languages)

Number of Area/International Studies, Language Courses Taught: 8

Relevant Sample Courses: Yoruba Language and Culture, all levels; Africa: An Introductory Survey; African Linguistics; Professional Development Workshops for African Language instructors

Research/Training Specialization: Foreign and second language acquisition; African languages and linguistics; Phonetics and phonology; Tonology; Morphology; Foreign language teaching methods;

Number of Recent Publications: 10 **Relevant Samples:** Sole author, "Yoruba Language for Pre-K to Grade 5 Levels." NALRC Press [Forthcoming]; 2018, Editor, "World Readiness Standards for Learning Yoruba." Allen Press

Recent Recognitions/Awards/Honors: ACTFL Wilga River's Award for Distinguished Research, Service and Leadership, 2015; Adam W. Herbert Presidential Scholars Program Honors; A. Ronald Walton Lifetime Achievement Award, National Council of Less Commonly Taught Languages, 2010

Micol Seigel

Title/Department: Associate Professor, American Studies; Associate Professor, History; (tenured)

Education: PhD, New York Univ., 2001

Academic Experience: 2007-Present, Associate Professor, Indiana Univ., Bloomington

Overseas Experience: Research in Brazil (1998-1999 intensive, irregularly since then); conference organization and attendance in Mexico (annually in July)

Language Proficiency: Portuguese 4, Spanish 3

Percentage of Instructional Content Area Expertise: International 20% (and Latin American/Caribbean Studies)

Number of Area/International Studies, Language Courses Taught: 5

Relevant Sample Courses: The American Prison in Global Context; Race in the Global City

Research/Training Specialization: Prisons and Policing in the Americas; State Violence; Prison Abolition; Police Abolition

Number of Recent Publications: 14 **Relevant Samples:** 2018, Sole author, "Violence Work: State Power and the Limits of Police." Duke University Press [In press]

Dissertations and/or Theses Supervised over Past Five Years: 6

Recent Recognitions/Awards/Honors: Distinguished Chair in International Relations at the Instituto de Relações Internacionais, University of São Paulo; Visiting Scholar, Charles Warren Center for Historical Studies, Harvard University; Fellow, United States Studies Centre, University of Sydney, Australia; American Council of Learned Societies (ACLS)/Oscar Handlin Fellow; Fellowship, Society for the Humanities, Cornell University; Postdoctoral Fellowship, David C. Driskell Center for the Study of the African Diaspora, University of Maryland

Scott Sernau

Title/Department: Professor of Sociology, Department of Sociology and Anthropology; (tenured)
Education: PhD, Cornell Univ., 1991; MA, Bethel College, 1986
Academic Experience: 1991-Present, Professor of Sociology, Indiana Univ., South Bend
Overseas Experience: Research an overseas study in Mexico, Costa Rica; Exchange teaching in France; Taught twice with Semester at Sea, including as Global Studies Director, 12 countries per voyage in Latin America, Africa and Asia
Language Proficiency: Spanish 3, French 2
Percentage of Instructional Content Area Expertise: International 10% (and East Asian and Latin American/Caribbean Studies)
Number of Area/International Studies, Language Courses Taught: 4
Relevant Sample Courses: International Inequalities; Urban Society; Sustainable Development in Costa Rica; Cross-cultural Views of the Good Life
Research/Training Specialization: Globalization; Community development; Sustainability
Number of Recent Publications: 3 **Relevant Samples:** 2017, Sole author, "Social Inequality in a Global Age." SAGE Publications, Inc.; 2012, Sole author, "Global Problems: The search for equity, peace and sustainability." Pearson
Dissertations and/or Theses Supervised over Past Five Years: 5
Recent Recognitions/Awards/Honors: Lundquist Fellow, Indiana University, South Bend; State Chancellor, Educators for World Peace (UN)

Scott J. Shackelford

Title/Department: Associate Professor of Business Law and Ethics, Kelley School of Business; Chair, Indiana Univ. Cybersecurity Program, Graduate School; Director, Ostrom Workshop Program on Cybersecurity and Internet Governance, Ostrom Workshop; (tenured)
Education: PhD, Univ. of Cambridge, 2012; JD, Stanford Univ., 2009; MPhil, Univ. of Cambridge, 2006; BA, Indiana Univ., 2005
Academic Experience: 2010-2016, Assistant Professor, Indiana Univ.
Overseas Experience: United Kingdom (2.5 years), Spain, Czech Republic, Taught in Croatia, Visited 51 countries in total
Language Proficiency: Spanish 3, Hindi 1
Percentage of Instructional Content Area Expertise: International 30% (and Russian/East European Studies)
Number of Area/International Studies, Language Courses Taught: 4
Relevant Sample Courses: Cybersecurity Law and Policy; Information Privacy; Internet Governance; Sustainable Development
Research/Training Specialization: The protection of critical global infrastructure from misuse, overuse, and attack, particularly in reference to cyber attacks
Number of Recent Publications: 87 **Relevant Samples:** 2014, Sole author, "Managing Cyber Attacks in International Law, Business, and Relations: In Search of Cyber Peace." University of Cambridge Press; 2017, Co-author, with Sulmeyer, M; Buchanan, B; Craig Deckard, AN; Micic, B, "From Russia with Love: Understanding the Russian Cyber Threat to U.S. Critical Infrastructure." *Nebraska Law Review* 96(2)
Dissertations and/or Theses Supervised over Past Five Years: 4
Recent Recognitions/Awards/Honors: Winner, 2015 Distinguished Junior Faculty Award, International Academy of Legal Studies in Business; Winner, 2015 Hoeber Memorial Award, American Business Law Journal; Winner, 2015 Kelley School of Business Research

James Shanahan

Title/Department: Founding Dean, The Media School, Indiana University; (tenured)

Education: PhD in Communication, Univ. Massachusetts at Amherst, 1991; MS Boston University, 1985; BA, Tufts University, 1982

Academic Experience: 2015-Present, Dean of The Media School, Indiana Univ.; 2012-2015, Associate Dean, Boston Univ., College of Communication; 2009-2012, Professor, Boston Univ., Department of Mass Communication, Advertising and Public Relations; 2007-2009, Associate Professor, Professor/Chair, Fairfield University, Department of Communication; 1994-2007, Assistant/Associate/International Professor, Cornell University, Department of Communication; 1990-1994, Assistant Professor, Boston University College of Communication

Overseas Experience: Argentina, India, Bangladesh, Mali, Burkina Faso

Language Proficiency: French 3, Spanish 1

Percentage of Instructional Content Area Expertise: International 10%

Research/Training Specialization: Media effects, environmental communication

Number of Recent Publications: 2 **Relevant Samples:** 2011, Co-author with Hudacek D., Kuruvilla S., Kim N., Semrau K., Thea D., Qazi, S., Pleasant, A., "Analyzing media coverage of the Global Fund diseases compared with lower funded diseases (childhood pneumonia, diarrhea and measles)." *PLoS ONE* 6(6); 2008, Co-author, with Nisbet, E., "Anti-Americanism as a communication problem? Foreign media and public opinion toward the United States in Europe and the Middle East." *American Journal of Media Psychology* 1(1/2)

Recent Recognitions/Awards/Honors: 2002, Top three ICA paper, Mass Communication Division

Maria Shardakova

Title/Department: Associate Professor, Department of Slavic and East European Languages and Cultures; Director, Russian Language Program, Department of Slavic and East European Languages and Cultures; (tenured)

Education: PhD, Bryn Mawr College, 2005; MA, Moscow State Univ., 1993; BA, Moscow State Univ., 1990

Academic Experience: 2016-Present, Associate Professor Slavic Studies, Indiana Univ.; 2010-2016, Assistant Professor Slavic Studies, Indiana Univ.; 2003-2010, Senior Lecturer and Lecturer, Language Program Coordinator, Univ. of Pennsylvania

Overseas Experience: Russia

Pedagogy Training for Language: PhD, second language acquisition, ACTFL Certified Tester

Language Proficiency: Russian 5

Percentage of Instructional Content Area Expertise: Russian/East European Languages 100%

Number of Area/International Studies, Language Courses Taught: 6

Relevant Sample Courses: Introduction to Russian Culture; Contemporary Russian Culture; Identity, Bilingualism, and Second Language Acquisition

Research/Training Specialization: Pragmatics; Second-language pedagogy; Cross-cultural communication; Cross-cultural and second-language humor; Identity

Number of Recent Publications: 9 **Relevant Samples:** 2017, Sole author, "So many ways to be impolite? L2 humor as a classroom management tool." In *The Routledge Handbook of Language and Humor*. Routledge with Attardo, S Ed.; 2016, Sole author, "American learners' comprehension of Russian textual humor." *The Modern Language Journal* 100(2)

Dissertations and/or Theses Supervised over Past Five Years: 2

Recent Recognitions/Awards/Honors: Graduate Student Mentor Award, Slavic Department, Indiana University; Trustees Teaching Award in the Tenure Track Faculty group, Indiana Univ.

Miriam Shrager

Title/Department: Senior Lecturer, Department of Slavic and East European Languages and Cultures; (non-tenure track)

Education: PhD, Indiana Univ., 2007; MA, Indiana Univ., 2001; BA, Indiana Univ., 1996

Academic Experience: 2007-Present, Senior Lecturer, Indiana Univ.; 1998-2006, Associate Instructor, Indiana Univ.

Overseas Experience: Russia, Israel, Czech Republic, Croatia, England, France

Pedagogy Training for Language: PhD, linguistics

Language Proficiency: Russian 5, Hebrew 5, French 3, Czech 3, Polish 3, Bosnian/Croatian/Serbian 2, German 1

Percentage of Instructional Content Area Expertise: Russian/East European Languages 100%

Number of Area/International Studies, Language Courses Taught: 7

Relevant Sample Courses: Introduction to Russian Culture; Contemporary Russian Culture; Russian and Soviet Film; Russian Folktales

Research/Teaching Specialization: Russian language; Russian and Soviet Cinema; Russian Folklore; Old Church Slavonic; History of Russian Literary language; Linguistics; fieldwork in Russian

Number of Recent Publications: 4 **Relevant Samples:** 2015, Sole author, "Deverbativ Masculine Nouns in Common Slavic." In *Studies in Slavic Linguistics and Accentology in Honor of Ronald F.*

Feldstein. Slavica Publishers with Andrews, E; Fowler, G; Franks, S Eds.; 2012, Sole author,

"Neutralization of word-final voicing in Russian." *Journal of Slavic Linguistics* 20(1)

Recent Recognitions/Awards/Honors: Summer Faculty Research Fellowship, 2017; Trustees Teaching Award, 2010-2011; International Research & Exchanges Board (IREX) Grant, 2004

Kathleen Sideli

Title/Department: Associate Vice President for Overseas Study, International Affairs; (not applicable)

Education: PhD, Indiana Univ., 1983; MA, Indiana Univ., 1975

Academic Experience: 2013-Present, Center for the Study of Global Change Advisory Board, Indiana Univ.; 1983-1998, Assistant Professor Spanish part-time, Indiana Univ.

Overseas Experience: Spain, UK, Italy, Czech Republic, Germany, S. Korea, China, Turkey, Dominican Republic, S. Africa, Brazil, Mexico, Peru, Copenhagen, Russia, Chile, Cuba, Costa Rica, France, Argentina, Japan, Australia, Israel (to visit/review study abroad programs)

Pedagogy Training for Language: PhD Spanish

Language Proficiency: Spanish 5, Italian 3, French 1

Percentage of Instructional Content Area Expertise: International 100%

Research/Training Specialization: Integration of study abroad across the curriculum

Number of Recent Publications: 1 **Relevant Samples:** Sole author, "The Professionalization of the Field." In *The History of Study Abroad, 1965 to present*. Frontiers with Hoffa, W; DePaul, SC Eds. [In press]; 2014, Co-editor, "40th Anniversary Retrospective: Overseas Study at Indiana University." With Nugent, W Ed.

Dissertations and/or Theses Supervised over Past Five Years: 1

Recent Recognitions/Awards/Honors: IU Bicentennial Grand Expeditions Committee; CIEE Board of Directors; NAFSA Awards Subcommittee; IES Abroad Lifetime Achievement Award; Molloy College Veritas Award, NAFSA Region VI Leo R Dowling Award of Excellence for Compassion, Integrity and Leadership

Gregory J. Siering

Title/Department: Director, Center for Innovative Teaching and Learning; (not applicable)

Education: PhD, Ball State Univ., 2001; MA, Truman State Univ., 1992; BSEd, Truman State Univ., 1990

Academic Experience: 2010-Present, Director, Center for Innovative Teaching and Learning, Indiana Univ., Bloomington; 2003-2010, Faculty Development Coordinator, Ball State Univ.; 1999-2003, Instructional Designer, Ball State Univ.; 1997-2010, Instructor of English, Ball State Univ.

Language Proficiency: Spanish 1

Percentage of Instructional Content Area Expertise: International 10%

Research/Teaching Specialization: Educational Development

Number of Recent Publications: 8 **Relevant Samples:** 2015, Co-author, with Tapp, S; Lohe, DR; Logan, MM, "Negotiating a Seat at the Table: Questions to Guide Institutional Involvement." *To Improve the Academy* 34(1-2); 2014, Co-author, with Morrone, A; Ouimet, J; Arthur, I, "Coffeehouse as Classroom: Examination of a New Style of Active Learning Environment." *New Directions for Teaching and Learning* 137(Spring 2014); 2014, Co-author, with Rehrey, G; Hostetter, C, "SoTL Principles and Program Collaboration in the Age of Integration." *International Journal for the Scholarship of Teaching and Learning* 8(1)

Kashika Singh

Title/Department: Lecturer (Hindi-Urdu), Dhar India Studies Program; (not applicable)

Education: MA, Univ. of Madison, Wisconsin, 2012; MA, Mahatma Gandhi Kashi Vidyapeeth, 2002

Academic Experience: 2013-Present, Lecturer, Indiana Univ., Bloomington; 2012-2013, Outreach Coordinator, Center for South Asia, Stanford Univ.; 2006-2012, Associate Hindi Lecturer, Univ. of Wisconsin, Madison; 2000-2005, Hindi Language Instructor, School of International Training; 2000-2000, Hindi Instructor for Jodhpur study abroad program, Univ. of Virginia & Emory

Overseas Experience: India

Pedagogy Training for Language: Trained by ACTFL OPI workshops

Language Proficiency: Hindi 5, English 5, Urdu 5, Rajasthani 5, Bhojpuri 5

Percentage of Instructional Content Area Expertise: Southeast Asian Languages 100%

Number of Area/International Studies, Language Courses Taught: 4

Relevant Sample Courses: Hindi Language; Urdu Language

Research/Training Specialization: Hindi-Urdu

Number of Recent Publications: 1 **Relevant Samples:** Sole author, "Elementary Hindi." Elementary Hindi Book, [Forthcoming]

Abdulkader H. Sinno

Title/Department: Associate Professor of Political Science and Middle Eastern Studies, School of Global and International Studies; (tenured)

Education: PhD, Univ. of California, Los Angeles, 2002; MA, Univ. of California, Los Angeles, 1997; BA, Univ. of Florida, 1994

Academic Experience: 2003-Present, Associate and Assistant Professor of Political Science & Near Eastern Languages and Cultures, Indiana Univ.; 2002-2003, Postdoctoral Fellow, Center for International Security & Cooperation, Stanford Univ.

Overseas Experience: Extensive travel in more than 28 countries

Language Proficiency: Arabic 5, English 5, French 5, Hebrew 1, Persian 1

Percentage of Instructional Content Area Expertise: International 25% (with Inner Asian and Uralic Studies)

Number of Area/International Studies, Language Courses Taught: 5

Relevant Sample Courses: Muslims in Western Politics; Intra-State Conflict, Conflict Resolution, and State Building; Introduction to Comparative Politics; International Political Controversies

Research/Training Specialization: The evolution and outcomes of civil wars, ethnic strife and other territorial conflicts; Muslim representation in Western liberal democracies; Islamist parties' participation in elections

Number of Recent Publications: 11 **Relevant Samples:** 2017, Co-author, with Hellwig, T, "Different groups, different threats: public attitudes towards immigrants." *Journal of Ethnic and Migration Studies* 43(3); 2015, Sole author, "Partisan Intervention and the Transformation of Afghanistan's Civil War." *The American Historical Review* 120(5); 2015, Co-author, with Tatari, E; Williamson, S; Schwennicke, A; Nassif, HB, "Discourses on Muslims and Welfare Across the Atlantic." In *Race, Ethnicity and Welfare States An American Dilemma? Globalization and Welfare Series* Edward Elgar with Kettunen, P; Michel, S; Petersen, K Eds.

Shannon M. Sipes

Title/Department: Instructional Consultant, Center for Innovative Teaching and Learning; (non-tenure track)

Education: PhD, Indiana State Univ., 2015; MA, Indiana State Univ., 2003; BS, Ball State Univ., 2001

Academic Experience: 2016-Present, Instructional Consultant, Indiana Univ.; 2016-Present, Dissertation Chair, Grand Canyon Univ.; 2014-2016, Adjunct Instructor, Univ. of Southern Indiana; 2004-2015, Director of Assessment, Rose-Hulman Institute of Technology; 2003-2004, Instructor, Kishwaukee College

Percentage of Instructional Content Area Expertise: International 20%

Number of Area/International Studies, Language Courses Taught: 6

Relevant Sample Courses: Analysis of Existing Research; Approaches to Research Design & Data Analysis; Fiscal Management in Higher Education; Learning Theory, Research Methods & Statistics

Research/Training Specialization: Assessment at all levels, curriculum design, and research methodology in quantitative, qualitative, and mixed methods

Number of Recent Publications: 19 **Relevant Samples:** 2016, Sole author, "Development of a Problem-Based Learning Matrix for Data Collection." *Interdisciplinary Journal of Problem-Based Learning* 11(1); 2012, Sole author, "Assessment plans: A tool for sanity." *Assessment Update* 24(5); 2011, Co-author, with Radu, M; Cole, C; Dabacan, A; Harris, J, "The Impact of Providing Unlimited Access to Programmable Boards in Digital Design Education." *IEEE Transactions on Education* 54(2)

Dissertations and/or Theses Supervised over Past Five Years: 4

Recent Recognitions/Awards/Honors: External evaluator for Saint Louis University and Louisiana Tech University towards STEM Education and Department of Education funded projects

Jessica Steinberg

Title/Department: Assistant Professor, Department of International Studies; Adjunct Professor, Department of Political Science; (tenure track)

Education: PhD, Univ. of Michigan, 2014; MA, Univ. of Michigan, 2011; BA, Stanford Univ., 2006

Academic Experience: 2014-Present, Assistant Professor of International Studies, Indiana Univ.; 2015-Present, Adjunct Professor of Political Science, Indiana Univ.; 2015-Present, Affiliated Faculty of Ostrom Workshop, Indiana Univ.; 2015-Present, Faculty Affiliate at Center for Global Change, Indiana Univ.

Overseas Experience: Zambia, Democratic Republic of Congo, Mozambique, South Africa, Gambia, Congo-Brazzaville (Research for between 1-3 months in each place)

Language Proficiency: French 3

Percentage of Instructional Content Area Expertise: International 100% (with African Studies)

Number of Area/International Studies, Language Courses Taught: 4

Relevant Sample Courses: Global Development; The Politics of Natural Resource Extraction

Research/Training Specialization: Governance in regions of limited state presence; Violent conflict; Natural resource extraction and governance; Local institutions; Political economy of development

Number of Recent Publications: 11 **Relevant Samples:** Sole author, "'Strong' States and Strategic Governance: A model of territorial variation in state presence." *Journal of Theoretical Politics*

[Forthcoming]; 2018, Sole author, "Protecting the capital? On African geographies of protest escalation and repression." *Political Geography* 62(January 2018); 2016, Sole author, "Strategic Sovereignty: A

model of non-state goods provision and resistance in regions of natural resource extraction." *Journal of Conflict Resolution* 60(8); 2014, Co-author, with Brandt, J; Nolte, C; Agrawal, A, "Foreign capital, forest change and regulatory compliance in Congo Basin forests." *Environmental Research Letters* 9.4 (2014)

Dissertations and/or Theses Supervised over Past Five Years: 1

Marvin D. Sterling

Title/Department: Associate Professor, Department of Anthropology; Associate Professor, Department of East Asian Language and Cultures; (tenured)

Education: PhD, Univ. of California, Los Angeles, 2002; MA, Univ. of California, Los Angeles, 1996; BS, New York Univ., 1991

Academic Experience: 2004-Present, Associate and Assistant Professor of Anthropology, Indiana Univ.; 2003-2004, Visiting Assistant Professor of Anthropology, Indiana Univ.

Overseas Experience: Jamaica, Japan

Language Proficiency: Jamaican Patois 5, Japanese 4, Spanish 3

Percentage of Instructional Content Area Expertise: International 50% (and East Asian and Latin American/Caribbean Studies)

Number of Area/International Studies, Language Courses Taught: 9

Relevant Sample Courses: Global Black Music and Identity; Anthropology of Human Rights; Anthropology of Race; Global Jazz, Reggae & Hip Hop; World Fiction and Cultural Anthropology

Research/Training Specialization: Contemporary Japan Studies; African Diaspora; Race; Afro-Asia; Caribbean; Globalization Theory; Performance Studies; Human Rights; Multi-Sited Ethnography; Transnationalism; Social Identity

Number of Recent Publications: 3 **Relevant Samples:** 2010, Sole author, "Babylon East: Performing Dancehall, Roots Reggae and Rastafari in Japan." Duke University Press; 2016, Sole author, "Between National Subjectivity and Global Artistry: Ethnography, Afro-Asia, and Jamaican Music in Japan." *Popular Music and Society* 39(3)

Dissertations and/or Theses Supervised over Past Five Years: 7

Recent Recognitions/Awards/Honors: National Science Foundation, Cultural Anthropology 2015; Mellon Innovating International Research, Teaching & Collaboration Faculty Fellowship 2015

Henghua Su

Title/Department: Assistant Professor, Department of East Asian Languages and Cultures; (tenure track)

Education: PhD, Univ. of Wisconsin-Madison, 2012

Academic Experience: 2012-Present, Assistant Professor, Indiana Univ.; 2012-Present, Chinese Language Program Coordinator, Indiana Univ.

Overseas Experience: China

Language Proficiency: Chinese 5, French 2

Pedagogy Training for Language: PhD in Chinese language and MA in linguistics

Percentage of Instructional Content Area Expertise: East Asian Languages 100%

Number of Area/International Studies, Language Courses Taught: 4

Relevant Sample Courses: Third Year Chinese 1 & 2; Teaching Chinese as a Foreign/Second Language; Chinese Curriculum and Material Design

Research/Training Specialization: Chinese Linguistics; Chinese Language and Pedagogy; Second Language Acquisition; Motivation and Learning Strategies

Number of Recent Publications: 7

Recent Recognitions/Awards/Honors: College of Arts and Sciences Summer Faculty Fellowship, 2013; Jiede Empirical Research Grant for Chinese Pedagogy/Chinese Applied Linguistics, Chinese Language Teachers Association, 2012; Capstone Ph.D. Teaching Award, University of Wisconsin-Madison, 2011; University Fellowship, University of Wisconsin-Madison, 2007-2010

Susan Buck Sutton

Title/Department: Associate Vice President Emerita, Office of International Affairs, Indiana Univ.; Chancellor's Professor Emerita, Department of Anthropology, Indiana Univ.-Purdue Univ. Indianapolis; (tenured)

Education: PhD, Univ. of North Carolina, Chapel Hill, 1978; MA, Univ. of North Carolina, Chapel Hill, 1973; BA, Bryn Mawr College, 1969

Academic Experience: 2011-2017, Advisor to the President for International Initiatives, Bryn Mawr College; 2003-2011, Associate Vice President of International Affairs, Indiana Univ.; 2003-2011, Chancellors Professor of Anthropology, Indiana Univ. Purdue Univ. Indianapolis; 1986-2003, Professor and Associate Professor of Anthropology, Indiana Univ.-Purdue Univ. Indianapolis;

Overseas Experience: Greece (40 years research as cultural anthropologist), Oversaw major partnerships in Kenya, China, Mexico, engaged in partnership development work with 30 other countries

Language Proficiency: Modern Greek 4, French 2, German 2

Percentage of Instructional Content Area Expertise: International 100% (with European Studies)

Number of Area Studies, International Studies, Language Courses Taught: 7

Relevant Sample Courses Taught: Modern Greece: Images and Realities; Ethnic Identity in Global Perspective; Immigration to the United States; Southern Europe Culture and Society

Research/Training Specialization: Migration, settlement, construction of community; Modern Greece; Social context of archaeology; Regions and nation-building; International collaboration in higher ed

Number of Recent Publications: 16 **Relevant Samples:** 2017, Sole author, "Mutual Benefit in a Globalizing World: A New Calculus for Assessing Institutional Gain through International Academic Partnerships." In *Global Perspectives on Strategic International Partnerships: A guide to Building sustainable Academic Linkages*. Institute of International Education/DAAD with Clare Banks, C; Siebe-Herbig, B; Norton, K Eds.

Dissertations and/or Theses Supervised over Past Five Years: 2

Recent Recognitions/Awards/Honors: Past Editor, *Journal of Modern Greek Studies*; Past President, General Anthropology Division, American Anthropological Association; Board Member, Gennadius Library (Athens); 2018 Recipient of Charles Klasek Award for Contributions to International Education, Association of International Education Administrators

Karen Sweeny

Title/Department: Visiting Lecturer, Kelley School of Business, Communication, Professional, and Computer Skills; (non-tenure track)

Education: SpLIS, Indiana Univ., Bloomington, 2003; MIS, Indiana Univ., Bloomington, 1999; BS, Indiana Univ., Bloomington, 1997

Academic Experience: 2017-Present, Visiting Lecturer, Indiana Univ., Bloomington; 2015-2016, Adjunct Instructor, Indiana Univ., Bloomington

Percentage of Instructional Content Area Expertise: International 10%

Nozomi Tanaka

Title/Department: Assistant Professor, Department of East Asian Languages and Cultures; Japanese Language Program Coordinator, Department of East Asian Languages and Cultures; (tenure track)

Education: PhD, Univ. of Hawaii at Manoa, 2016; MA, Univ. of Pittsburgh, 2011; BA, Chiba Univ., 2009

Academic Experience: 2016-Present, Assistant Professor Japanese Language Studies, Indiana Univ.; 2011-2016, Graduate Assistant, Univ. of Hawaii at Manoa

Overseas Experience: field work in the Philippines (2012, 2013, 2014, 2015, 1-2 months each time), field work in Japan (2017, 1 month)

Pedagogy Training for Language: PhD, linguistics

Language Proficiency: Japanese 5, Tagalog/Filipino 3, Mandarin Chinese 1, Spanish 1, Latin 1

Percentage of Instructional Content Area Expertise: East Asian Languages 100% (with International and Southeast Asian Studies)

Number of Area/International Studies, Language Courses Taught: 6

Relevant Sample Courses: Japanese Language and Society; Elementary Japanese

Research/Training Specialization: Japanese, Philippine, and Austronesian linguistics; language acquisition; second language acquisition; heritage languages; corpus linguistics; psycholinguistics

Number of Recent Publications: 10 **Relevant Samples:** 2017, Co-author, with Bondoc, IP; O'Grady, W; Deen, K, "Agrammatism in Tagalog: Voice and relativisation." *Aphasiology* 32(5); 2015, Co-editor, "AFLA 21: The Proceedings of the 21st Annual Meeting of the Austronesian Formal Linguistics Association." Asia-Pacific Linguistics with Camp, A; Otsuka, Y; Stabile, C Eds.; 2015, Co-author, with Shirai, Y, "L1 acquisition of Japanese transitive verbs: How do children acquire grammar in the absence of clear evidence?" In Japanese/Korean Linguistics v21, CSLI with Nam, S; Ko, H; Jun, J, Eds.

Dissertations and/or Theses Supervised over Past Five Years: 1

Wesley K. Thomas

Title/Department/Status: Graduate Dean & Professor, School of Graduate Studies & Research, School of Dine' Studies; (not applicable)

Education: PhD., University of Washington., 1999; MA, University of Washington, 1996; BA, University of Washington, 1994; AA, Navajo Community College, 1976

Academic Experience: 2015-Present, Graduate Dean, Navajo Technical University; 2013-0, Professor, Navajo Technical University; 2011-2013, Associate Professor, Navajo Technical University; 2009-2010, Department Chair, Dine' College; 2006-2009, Academic Dean, Dine' College

Language Proficiency: Navajo 5

Percentage of Instructional Content Area Expertise: International 20%

Number of Area/International Studies, Language Courses Taught: 2

Relevant Sample Courses: Navajo culture; Global indigenous Leadership

Research/Training Specialization: Navajo culture & language; Traditional Elderly Care; First Nations Sexuality, Gender & Identities; Global Indigenous Higher Education; Colonial-Settlers' Acculturation & Assimilation

Dissertations and/or Theses Supervised over Past Five Years: 9

Recent Recognitions/Awards/Honors: National Endowment of Humanities; Excellence in Dine' Studies

Natsuko Tsujimura

Title/Department: Professor, Department of East Asian Languages and Cultures; Adjunct Professor, Department of Linguistics; (tenured)

Education: PhD, Univ. of Arizona, 1987; MA, Univ. of Arizona, 1985; BA, Tsuda College

Academic Experience: 2000-Present, Professor, Indiana Univ.-Bloomington; 1993-2000, Associate Professor, Indiana Univ.-Bloomington; 1987-1993, Assistant Professor, Indiana Univ.-Bloomington

Overseas Experience: Japan

Pedagogy Training for Language: PhD linguistics, native speaker

Language Proficiency: Japanese 5

Percentage of Instructional Content Area Expertise: East Asian Studies 100%

Number of Area/International Studies, Language Courses Taught: 6

Relevant Sample Courses: Japanese Linguistics; Language of Food; Sound Symbolism; Fourth Year Japanese

Research/Training Specialization: Japanese Linguistics; Language of Food; Gender and Identity

Number of Recent Publications: 12 **Relevant Samples:** 2014, Sole author, "An Introduction to Japanese Linguistics." 3rd ed., Wiley-Blackwell; 1999, Editor, "The Handbook of Japanese Linguistics." Wiley-Blackwell; 2018, Sole author, "Recipe Names in Japanese Cookbooks as a Gateway to Interpersonal Communication." *Names: A Journal of Onomastics*; 2011, Co-author, with Davis, S, "A Construction Approach to Innovative Verbs in Japanese." *Cognitive Linguistics* 22(4); 2017, Sole author, "Japanese Linguistics." In Oxford Research Encyclopedia of Linguistics. Oxford University Press with Aronoff, M Ed.

Dissertations and/or Theses Supervised over Past Five Years: 1

Paaige K. Turner

Title/Department: Adjunct Professor, Department of Communication and Journalism; (non-tenure track)

Education: PhD, Purdue Univ., 1998; MS, Purdue Univ., 1993

Academic Experience: 2014-2017, Associate Dean and Professor, Webster Univ.; 1998-2014, Associate Professor, Saint Louis Univ.

Overseas Experience: Cyprus, India, Spain, China, Japan, Brazil, Vienna, Lieden

Language Proficiency: English 5

Percentage of Instructional Content Area Expertise: International 100%

Number of Area/International Studies, Language Courses Taught: 1

Relevant Sample Courses: Intercultural Communication

Research/Training Specialization: Organizational Communication; Gender; Intercultural Communication; Pedagogy

Number of Recent Publications: 16 **Relevant Samples:** Co-editor, "Bringing international perspectives to the communication curriculum in an era of globalization." *The Journal of Intercultural Communication Research* 26(3), with Yook, E Ed. [Forthcoming]; 2016, Co-editor, "International Encyclopedia of Organizational Communication." Wiley-Blackwell with Scott, CR; Lewis, L; Barker, J; Keyton, J; Kuhn, T Eds.; 2007, Co-author, with Houston, T, "Learning and second language acquisition." *Academic Exchange Quarterly* 11(1)

Recent Recognitions/Awards/Honors: Phil Tompkins Distinguished Lecturer, Purdue University, 2017; Learning Happens Everywhere Award, Webster University Student Affairs, 2015-2016; Fulbright-Nehru International Education Administrators Award for India, 2013; Outstanding New Professional Award, NAFA: Association of International Educators Region IV, 2012

Amy Van Pelt

Title/Department: Director of Finance, School of Global and International Studies; (not applicable)

Education: BA, Indiana Univ., 1992

Job Experience: 2017-Present, Director of Finance, Indiana Univ.; 2002-2017, Director of Business, Indiana Univ.

Percentage of Instructional Content Area Expertise: International 25%

Estela Vieira

Title/Department: Associate Professor, Spanish and Portuguese; Adjunct Associate Professor, Comparative Literature; (tenured)

Education: PhD, Yale Univ., 2006; MA, Univ. of Virginia, 2001; BA, Univ. of Virginia, 1997

Academic Experience: 2014-Present, Associate Professor, Indiana Univ., Bloomington; 2006-2014, Assistant and Visiting Assistant Professor Professor, Indiana Univ., Bloomington

Overseas Experience: Archive and library research in Brazil (2017, 1 month), archive and library research in Portugal (2017, 3 months, 2016, 7 weeks, 2014, 2 weeks, 2013, 3 weeks)

Pedagogy Training for Language: PhD, literatures

Language Proficiency: Portuguese 5, Spanish 4

Percentage of Instructional Content Area Expertise: International 25% (and European, Latin American/Caribbean, and African Studies)

Number of Area/International Studies, Language Courses Taught: 15

Relevant Sample Courses: Global Portuguese: Arts & Culture; Literatures of the Portuguese World

Research/Training Specialization: Portuguese and Brazilian literature, Nineteenth-century realist narrative, Women in Iberian film, Lusophone studies

Number of Recent Publications: 12 **Relevant Samples:** 2017, Co-editor, "On Portuguese Cinema." *Journal of Lusophone Studies* 2(1) with Rowland, C Ed.; 2016, Co-editor, "Eça de Queirós e Machado de Assis: diálogos transatlânticos." *Revista de Estudos Literários* 6 with Bishop-Sanchez, K; Namorato, L Eds.

Dissertations and/or Theses Supervised over Past Five Years: 10

Recent Recognitions/Awards/Honors: OVPIA New Frontiers of Creativity and Scholarship Award; CAHI Research Travel Grant; OVPIA Overseas Study Program Development Grant; OVPIA Short-Term Faculty Research Program Brazilian Academy of Letters; IAS Research Consultation Grant

Paul Nicholas Vogt

Title/Department: Assistant Professor of Early Chinese History, Department of East Asian Languages and Cultures; (tenure track)

Education: PhD, Columbia Univ., 2012; MPhil, Columbia Univ., 2008; MA, Columbia Univ., 2007; BA, Dartmouth College, 2003

Academic Experience: 2016-Present, Assistant Professor of Early Chinese History, Indiana Univ., Bloomington; 2012-2016, Assistant Professor Early China, Ruprecht-Karls-Universitaet Heidelberg

Overseas Experience: Research and visiting scholar status, China, 2 years (2010-2011); Archaeological work in China, 2 summers (2006, 2007); Foreign study in China, 2 summers (1997, 2005); Academic post in Germany (4 years, 2012-2016); Study in Morocco (3 months, 1997)

Language Proficiency: Chinese 4, German 4, Japanese 3, Italian 2, French 1, Latin 1

Percentage of Instructional Content Area Expertise: International 20% (and East Asian Studies)

Number of Area/International Studies, Language Courses Taught: 7

Relevant Sample Courses: Worship and Rule in East Asian History; War and Violence in East Asia

Research/Training Specialization: Early Chinese kingship, religion, and ritual; Early Chinese conceptions of history; Early Chinese material culture; Paleography; Canonization; Group identity and state formation; History as literature

Number of Recent Publications: 20 **Relevant Samples:** Sole author, "Consumption, Knowledge, and the Limits of the Body in the Xiaochen Texts." In *Human Nature, Morality, and Fate in the Tsinghua University Bamboo Manuscripts*. With Allan, S; Lüdke, M Eds. [Forthcoming]; 2015, Translator, with Jingzhou Museum, "Preliminary Report on the Archaeological Investigation of the Fengjiazhong Cemetery on Balingshan Hill, Jingzhou City, Hubei Province." *Chinese Cultural Relics* 2

Dissertations and/or Theses Supervised over Past Five Years: 1

Recent Recognitions/Awards/Honors: Treasurer, European Association for the Study of Chinese Manuscripts; Whiting Foundation Fellowship

John Walbridge

Title/Department: Professor, Near Eastern Languages and Cultures; Adjunct Professor, Department of Philosophy; (tenured)

Education: PhD, Harvard Univ., 1983; BA, Yale Univ., 1973

Academic Experience: 2001-Present, Professor, Near Eastern Languages and Cultures, Indiana Univ.; 1993-2001, Associate Professor, Near Eastern Languages and Cultures, Indiana Univ.; 1991-1993, Assistant Editor, Encyclopaedia Iranica, Columbia Univ.; 1987-1991, General Editor, Baha'i Encyclopedia Project

Overseas Experience: University lecturing, PR China (2015, 2017). Research Turkey (2001, 2005, 2007-8). Research, lecturing Pakistan (1999-8, 1999, 2000-1). Graduate study Jordan, 1978-9, Lebanon 1973-4. Library research UK, Holland, Germany.

Language Proficiency: Arabic 3, Ancient Greek 3, French 3, Persian 2, Chinese 2, German 1, Biblical Hebrew 1, Syriac 1

Percentage of Instructional Content Area Expertise: International 25% (and Middle Eastern, Islamic, and Inner Asian and Uralic Studies)

Number of Area/International Studies, Language Courses Taught: 6

Relevant Sample Courses: Koranic Studies; Islamic Philosophy; Modern Iran; World War I in the Middle East; Islamic Philosophical Texts; Shi'ism; War in the Middle East

Research/Training Specialization: Islamic philosophy, theology, science, and intellectual history. Teaching interest in war in the Middle East.

Number of Recent Publications: 19 **Relevant Samples:** 2017, Sole author, "Illuminationist Manuscripts: The Rediscovery of Suhrawardī and Its Reception." In *Illuminationist Texts and Textual Studies Bilingual* ed. Brill; 2013, Sole author, "God and Logic in Islam: The Caliphate of Reason." Cambridge University Press

Dissertations and/or Theses Supervised over Past Five Years: 2

Recent Recognitions/Awards/Honors: Kanaan Rifa'i Distinguished Professor, Peking University; National Endowment for the Humanities Fellow; Guggenheim Fellow; Fulbright Fellow

Linda S. Wallace

Title/Department: Dean Emerita, School of Nursing, Indiana Univ.-Kokomo; Associate Professor, School of Nursing, Indiana Univ.-Kokomo; (tenured)

Education: EdD, Ball State Univ., 2000; MSN, Univ. of Mary, 1989; BSN, Minot State College, 1985

Academic Experience: 2017-Present, Dean Emerita, School of Nursing, Indiana Univ., Kokomo; 1992-Present, Associate Professor in Nursing, School of Nursing, Indiana Univ., Kokomo

Overseas Experience: South Korea, China, Ethiopia

Language Proficiency: Spanish 2

Percentage of Instructional Content Area Expertise: International 25% (and East Asian and African Studies)

Number of Area/International Studies, Language Courses Taught: 2

Relevant Sample Courses: Hispanic Culture & Healthcare; Korean Culture & Healthcare Practicum

Research/Training Specialization: Health education in migrant farm workers' camps; Nursing education in Korea and China

Number of Recent Publications: 6 **Relevant Samples:** 2007, Sole author, "When West meets East: A short-term immersion experience in South Korea." *International Journal of Nursing Education Scholarship* 4(1)

Recent Recognitions/Awards/Honors: IU Kokomo Chancellor's Medallion; Wharton School of Business/AACN Fellow; Indiana Univ. Kokomo Alumni Association Distinguished Service Award; IU Kokomo Chancellor's Diversity Award; Faculty Academy on Excellence in Teaching Award; Indiana Univ. Teaching Excellence Recognition Award; Outstanding Committee Member, University Council of Nursing Faculty Executive Committee, Indiana Univ.; Sister Noella Leadership Award

Timothy William Waters

Title/Department: Professor of Law and Val Nolan Faculty Fellow, Maurer School of Law; (tenured)

Education: JD, Harvard Univ., 1999; MIA, Columbia Univ., 1998

Academic Experience: 2007-Present, Professor, Maurer School of Law, Indiana Univ.

Overseas Experience: Germany, Sweden, Bosnia, Netherlands, Hungary, Turkey, Serbia, Kosovo

Language Proficiency: German 3, Swedish 3, Hungarian 3, Turkish 2, Serbo-Croatian 2

Percentage of Time Dedicated to International Studies: International 50% (and Islamic, Russian/East European, and European Studies)

Number of Area/International Studies, Language Courses Taught: 9

Relevant Sample Courses: Islamic Law; The Milosevic Trial; Legal Lessons of the Yugoslav Crisis; International Law and the Great War; Human Rights; International Criminal Law; Transitional Justice

Research/Training Specialization: International criminal law; Ethnic conflict; Secession; State formation; Public international law

Number of Recent Publications: 29 **Relevant Samples:** 2015, Sole author, "A World Elsewhere: Secession, Subsidiarity, and Self-Determination as European Values." *Revista d'Estudis Autonomics Federals* 23(2016); 2014, Editor, "The Milošević Trial: An Autopsy." *Oxford University Press* 13(1); 2013, Sole author, "Plucky Little Russia: Misreading the Georgian War through the Distorting Lens of Aggression." *Stanford Journal of International Law* 49(1)

Dissertations and/or Theses Supervised over Past Five Years: 10

Recent Recognitions/Awards/Honors: Experienced Researcher Fellowship, Alexander von Humboldt Foundation (2012-3); Visiting Fellow, Max Planck Institute for Comparative Public Law and International Law (Heidelberg, 2012-3); Visiting Fellow, American University of Iraq – Sulaimani (2016); Val Nolan Faculty Fellow, Indiana Univ. Maurer School of Law (2015-8)

Dawn Michele Whitehead

Title/Department: Senior Director for Global Learning and Curricular Change, Integrated Liberal Learning and the Global Commons; (not applicable)

Education: PhD, Indiana Univ., 2007; MS, Indiana Univ., 2003

Academic Experience: 2015-Present, Senior Director for Global Learning and Curricular Change, Association of American Colleges and Universities; 2007-2015, Director of Curriculum Internationalization, Indiana Univ.-Purdue Univ. Indianapolis (IUPUI); 2010-2015, International Initiatives, IUPUI Honors College

Overseas Experience: Ghana Study Abroad Director (SAD), Research, Internship, Consultations ('13-'15, 6 weeks each year; '06, 6 months; '03 3 months; varied '04, '05, '08, '17); SAD Service Learning Kenya, Costa Rica, Swaziland; Delegations in Liberia, Mexico, & Indonesia

Language Proficiency: Spanish 3, Twi 2

Percentage of Instructional Content Area Expertise: International 80% (and African Studies)

Number of Area/International Studies, Language Courses Taught: 6

Relevant Sample Courses: International Experiences for Honors Students; Global Dimensions of Higher Education; Ethnic and Cultural Studies Practicum; Cultural/Community Forces and Schools

Research/Training Specialization: The impact of service learning on the local community; Teacher quality in Ghana; The role of educational attainment and teaching levels in Ghana

Number of Recent Publications: 4 **Relevant Samples:** 2016, Editor, "Essential Global Learning." Association of American Colleges & Universities; 2015, Sole author, "Global learning: Key to Making Excellence Inclusive." *Liberal Education*; 2015, Sole author, "Global Service Learning: Addressing the Big Challenges." *Diversity & Democracy*

Dissertations and/or Theses Supervised over Past Five Years: 1

Recent Recognitions/Awards/Honors: Board Member for the Forum on Education Abroad and the Washington Internship Institute; Advisory Board Member for Diversity & Democracy

Richard Wilk

Title/Department: Distinguished Professor and Provost's Professor Emeritus, Department of Anthropology; (tenured)

Education: PhD, Univ. of Arizona, 1981; MA, Univ. of Arizona, 1976; BA, New York Univ., 1974

Academic Experience: 2017-Present, Distinguished Professor and Provost's Professor Emeritus Anthropology, Indiana Univ., Bloomington; 2015-Present, Distinguished Professor Anthropology, Indiana Univ., Bloomington; 2011-Present, Provost's Professor Anthropology, Indiana Univ., Bloomington; 1997-2011, Professor Anthropology, Indiana Univ., Bloomington; 2003-2011, Professor Gender Studies, Indiana Univ.

Overseas Experience: Belize, Ghana, Togo

Language Proficiency: Spanish 2

Percentage of Instructional Content Area Expertise: International 15% (and Latin American/Caribbean Studies)

Number of Area/International Studies, Language Courses Taught: 4

Relevant Sample Courses: Anthropology of Development; Culture and Society; Proseminar in Cultural and Social Anthropology; Food Choice, Freedom and Politics

Research/Training Specialization: Food; Ecology; Economic Anthropology; Consumption; Marketing

Number of Recent Publications: 83 **Relevant Samples:** 2016, Sole author, "'Real Belizean Food': Building Local Identity in the Transnational Caribbean." In *Cultural Anthropology: Contemporary, Public, and Critical Readings*. Oxford University Press with Brondo, KV Ed.; 2015, Sole author, "Teaching about Food, Sex and Gender in the Classroom." *Women, Gender and Research* 24(3-4)

Dissertations and/or Theses Supervised over Past Five Years: 4

Recent Recognitions/Awards/Honors: Fulbright Research/Teaching grant, 2017; Elected Fellow of the American Association for the Advancement of Science 2015; PhD Honoris Causa, Lund University, 2012

Emily Williams

Title/Department: Senior Academic Advisor, SGIS, College of Arts and Sciences; (not applicable)

Education: MS, Indiana Univ., 2009; BA, Indiana Univ., 2007

Job Experience: 2014-Present, Senior Academic Advisor, Indiana Univ.; 2010-2014, Academic Advisor, Indiana Univ.

Percentage of Instructional Content Area Expertise: International 100%

N. Brian Winchester

Title/Department: Independent Researcher; (not applicable)

Education: PhD, Indiana University, 1976; MA, Indiana University; BA, Marquette University

Academic Experience: 2015, Visiting Scholar, Quest University, Canada; 1996-2011, Director, Center for the Study of Global Change, Indiana Univ.; 1993-1996, Director, African Studies Program, Indiana Univ.; 1977-1993, Associate/Assistant Director, African Studies Program, Indiana Univ.; 1972-1977, Assistant Professor of Political Science, University of Lethbridge, Canada

Overseas Experience: Canada, Kazakhstan, Kyrgyzstan, France, Spain, Macedonia, Ghana, South Africa, Zimbabwe, Malawi, Great Britain

Language Proficiency: Spanish 4, French 2

Percentage of Instructional Content Area Expertise: International 100%

Number of Area/International Studies, Language Courses Taught: 14

Relevant Sample Courses: Comparative and Third World Politics; African, American and Canadian Politics courses; Introduction to International Studies

Research/Training Specialization: Muslim minority politics in urban Africa; Governments' preparedness for the emerging, global environmental refugee crisis

Recent Recognitions/Awards/Honors: Editorial Board, International Journal of Development Education; Ford grantee

Kevin Zupin

Title/Department: Teacher Associate, Winamac Community High School; Teaching Affiliate, Center for the Study of Global Change; (not applicable)

Education: MA, Ball State Univ., 1995

Academic Experience: 2004-Present, Teacher Affiliate, Center for the Study of Global Change

Percentage of Time Dedicated to International Studies: International 100%

Research/Teaching Specialization: Deliberation Training

POSITION DESCRIPTIONS (5):

- 1. Bridges Coordinator**
Hourly Student (20 hrs/wk for 44 weeks)
School of Global and International Studies
- 2. Director of Global Education Initiatives**
Professional Staff (1 FTE 40 hrs/wk)
School of Education and School of Global and International Studies
- 3. Global Employability Coordinator**
Hourly Non-Student (29 hrs/wk for 48 weeks)
- 4. Outreach and Online Content Coordinator**
Graduate Assistant (.5 FTE 20 hrs/wk)
Center for the Study of Global Change
- 5. Postdoctoral Fellow in International Issues in Sustainable Development**
Postdoctoral Fellow (1 FTE 40 hrs/wk)
School of Global and International Studies

Position Title: Bridges Coordinator
Position Type: Hourly (20 hrs/wk for 44 weeks)
Division Name: School of Global and International Studies
Salary Level: \$20/hour (approximately \$22,000 annually)

Justification of Need:

The Bridges Coordinator will administer the *Bridges: Children, Languages, World* program, which offers language and culture classes to young learners in the greater Bloomington, Indiana area. *Bridges* emphasizes Less Commonly Taught Languages (LCTLs), many of which have been identified as Critical Needs Languages by the U.S. State Department and other federal agencies.

Job Summary:

Provides oversight of the *Bridges: Children, Language, World* program and will work closely with the Indiana University National Resource Centers' leadership. Duties include the supervision of and guidance for student volunteer teachers reviewing and approving all lesson plans, visiting classes and offering post-class feedback, conducting orientations and mid-semester workshops for volunteer teachers, overseeing the registration process, communicating with parents and guardians of children enrolled in the program, maintaining records of attendance and performance, ordering materials, maintaining website, and other duties as needed.

Required Qualifications:

Bachelor's degree; Experience with second language acquisition and curriculum design; Excellent interpersonal and communication skills, written and verbal, including ability to interact and communicate with a wide variety of individuals; Strong organizational and multitasking skills, including ability to manage multiple tasks in a timely and accurate manner and maintain confidentiality; Must possess a valid driver's license with the ability to be insured by Indiana University.

Preferred Qualifications:

Facility in language pedagogy and knowledge of various areas studies; Experience in elementary, secondary, and/or higher education; Bilingualism; Knowledge of and experience in using IU systems (including but not limited to KFS, UHRS, Travel Management, Purchasing); Experience in website management and social media outreach.

Position Title: Director of Global Education Initiatives

Position Type: Professional Staff (1 FTE 40 hrs/wk)

Department Name: Center for P-16 Research and Collaboration

Division Name: School of Education and School of Global and International Studies

Salary Level: \$51,000 annually

Justification of Need:

The Director of Global Education Initiatives will work with the School of Global and International Studies, School of Education, Indiana Department of Education, and the School of Global and International Studies' area studies centers to develop and implement multiple statewide initiatives to create a stronger infrastructure for proficiency-based language instruction, broadly internationalize K-12 education through trainings for teachers and administrators, provide professional development to school districts in Indiana, and expand teacher certification and licensing for language instruction.

Job Summary:

The primary responsibility of the Director is to internationalize P-16 education in Indiana by working with in-service and pre-service teachers and elementary and secondary school leaders to advance and strengthen global and area studies and language learning. The Director will develop and advance many internationalization initiatives, including:

- Global Competency Certificate: a certificate available to all Indiana University-Bloomington students that consists of academic coursework, fieldwork, and capstone projects with global components, which will help to prepare students for a global career.
- Advance high-quality language instruction in K-12 schools: This position will lead teacher workshops in proficiency-based language instruction and will promote the Indiana Certificate of Multilingual Proficiency.
- Professional development: lead multiple workshops for middle and high school social studies in-service teachers (Urban Growth Workshops), elementary language arts teachers (Global Literacy Invitations), and Dual Language Immersion teachers from pilot programs across Indiana.

Required Qualifications:

Master's degree in international education, language education, or a related field; Strong commitment to working with teachers in K-12 settings; Ability to work collaboratively with university colleagues and school district partners; Experience with curriculum design and language pedagogy; Excellent interpersonal and communication skills, written and verbal, including ability to interact and communicate with a wide variety of individuals; Strong organizational and multitasking skills, including ability to manage multiple tasks in a timely and accurate manner and maintain confidentiality; Must possess a valid driver's license with the ability to be insured by Indiana University and able to travel regularly in-state.

Preferred Qualifications:

Doctoral degree in international education, language education, or related field is strongly preferred; Experience in elementary, secondary, and/or higher education; Bilingualism.

Position Title: Global Employability Coordinator

Position Type: Hourly (29 hrs/wk for 48 weeks)

Salary Level: \$18/hour (approximately \$25,000 annually)

Justification of Need:

The Global Employability Coordinator will support the Global Employability Initiative through overseeing the development of the Ivy Tech Global Workforce Skills Certificate and by facilitating professional development opportunities for educators in Career and Technical Education programs.

Job Summary:

Provides programming and project coordination for the Global Employability Initiative to support the objectives of Indiana University Area Studies Centers in meeting workforce needs for global competencies. Position will work closely with the Center for the Study of Global Change leadership to ensure that the Ivy Tech Global Workforce Skills Certificate and professional development workshops and presentations for K-12 educators and counselors are developed and implemented efficiently and effectively.

Duties include supporting Ivy Tech faculty in developing the Global Workforce Skills certificate and applicable curricular materials, organizing and leading the summer Global Employability Workshop for CTE educators, presenting on Global Workforce Skills at IDOE organized professional development events for school counselors, and coordinating speakers on global workforce skills for College and Career Pathway Fairs at Indiana high schools. This individual must also help Ivy Tech seek approval for certificate at state level.

Required Qualifications:

Bachelor's degree; Familiarity with K-12, CTE or Community College educational institutions; Experience with curriculum design; Excellent interpersonal and communication skills, written and verbal, including ability to interact and communicate with a wide variety of individuals; Strong organizational and multi-tasking skills, including ability to manage multiple tasks in a timely and accurate manner and maintain confidentiality; Must possess a valid driver's license with the ability to be insured by Indiana University and able to regularly travel in-state.

Preferred Qualifications:

Master's degree strongly preferred; Experience in international education; Knowledge of and experience in working for a global company or organization; Bilingualism.

Position Title: Outreach and Online Content Coordinator
Position Type: Graduate Assistant (.5 FTE 20 hrs/wk)
Department Name: Center for the Study of Global Change
Division Name: School of Global and International Studies
Salary Level: \$15,750 per academic year

Justification of Need:

The Outreach and Online Content Coordinator will support the work of the Center for the Study of Global Change by conducting outreach activities and developing media and materials for online access.

Job Summary:

Provides broad-based outreach programming and assists in the creation in the media and web content for the Center for the Study of Global Change. Position will work closely with the Center for the Study of Global Change leadership to ensure that content and programming is of high quality and easily accessible to diverse audiences.

Duties include coordinating with faculty and experts on the creation of new media content for the Access Global and Muslim Voices web platforms; editing and transcribing content for accessibility; website management; coordinating and implementing outreach activities; and record-keeping and database compilation.

Required Qualifications:

Previous experience working with IU's Web Content Management System or a comparable web publishing platform. Excellent interpersonal and communication skills, written and verbal, including exceptional public relations skills and ability to interact and communicate with a wide variety of individuals. Strong organizational and multitasking skills.

Preferred Qualifications:

Research interest or coursework experience in international studies and global issues. Previous experience with video production. Knowledge of trends in social media and understanding of media and communications metrics.

Position Title: Postdoctoral Fellow in International Issues in Sustainable Development

Position Type: Postdoctoral Fellow (1 FTE, 40 hrs/wk, 3-year appointment)

Division Name: School of Global and International Studies

Salary Level: \$55,000 per academic year

Justification of Need:

The postdoctoral fellow will teach courses on international issues in Sustainable Development, offer professional development, conduct research on teaching development studies, organize an interdisciplinary conference, and develop curricular materials for use in K-12 schools.

Job Summary:

This post-doctoral position will contribute to a growing SGIS infrastructure in undergraduate and graduate training and research in sustainable development, development studies, and humanitarianism, and will strengthen and internationalize the educational pipeline in Indiana by integrating development studies curriculum. The position contributes to the training of the next generation of practitioners of development and thus directly advances the research, programmatic, and pedagogical activities of the Center for the Study of Global Change, the School of Global and International Studies, and the Tobias Center for Innovation in International Development.

Responsibilities include teaching one large introductory undergraduate course on the Sustainable Development Goals and one other course on international issues of sustainable development annually; mentoring advanced undergraduate and MA students in partnership with the Tobias Center for Innovation in International Development; conducting research on innovative approaches in development studies and assisting in the organization of a conference on Teaching Development Studies to be held in 2021-2022; developing curricular materials for K-12 schools using Sustainable Development Goals that will be shared online through the Access Global web platform; and presenting at K-12 educator workshops organized by the Center for the Study of Global Change.

Required Qualifications:

Ph.D. in a relevant field (such as but not limited to international studies, anthropology, environmental studies, political science, sociology, etc.), with all requirements completed by start date in August 2019 and within the past five years. Research experience in international development. Experience teaching undergraduate courses and interest in pedagogical approaches. Background in mixed methods (qualitative and quantitative) research. Excellent interpersonal and communication skills, written and verbal, including ability to interact and communicate with a wide variety of individuals.

Preferred Qualifications:

Experience or interest in developing K-12 curricular materials and working with K-12 educators. Familiarity with the Sustainable Development Goals through research and/or teaching. Possess a valid driver's license with the ability to be insured by Indiana University and be willing to travel periodically in-state for K-12 teacher workshops.

COURSE LIST

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Note: Course offerings for Spring 2019 are not available

School of Global and International Studies -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2017	
				Ugrad	Grad
African Studies					
A 500	Advanced Topics In African Studies: Development And Globalization In Africa #	Grosz-Ngate'	3		
L 100	Political Leadership In Africa	Sow	3	105	
L 231	African Civilization	Hanson	3	35	
L 232	Contemporary Africa	Bentil-Mawusi	3	54	
L 400	Drama For Development	Dlamini	3	69	
Central Eurasian Studies					
R 199	Iran & Middle East Through Film	Golestaneh	3	6	
R 213	Islam In Central Asia	DeWeese	3		
R 251	Post-Taliban Afghanistan And The War On Terror #	Shahrani	3		
R 290	Intro Central Asia, Mongolia, & Tibet	Sela	3	12	
R 292	Intro To Turkic & Iranian Civilization	Golestaneh	3		
R 294	Hungary, Estonia, & Finland	Kivik	3	3	
R 295	Contemporary East Central Europe	Borhi	3	6	
R 299	History & People Of The Silk Road	Dubeansky	3	7	
R 299	History Of International Politics	Borhi	3		
R 299	Nomads, Networks, & Communities #	Graber	3		
R 299	The Cold War	Borhi	3	1	
R 299	The Water-Birds And The Bear: Uralic Languages And Their Speakers	Kivik	3		
R 309	Scandinavia Today #	Raun	3		
R 309/501	The Baltic States Since 1918 #	Raun	3	1	
R 312/512	Shrine/Pilgrimage-Central Asia	DeWeese	3	3	
R 315/515	Politics And Society In Central Asia #	Kamp	3	4	
R 329/529	Archaeology Of Central Eurasia: The Bronze Age #	Pyburn	3		
R 329/529	Buddhism In Central Asia	Beckwith	3		
R 329/529	Central Asia In Soviet Times	Kamp	3		

Cross-listed

*Grant supp

School of Global and International Studies -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2
				Ugrad
R 329/529	Gender, Women, And Islam In Central Asia	Kamp	3	
R 329/529	Labor & Migration in Central Asia #	Kamp	3	3
R 329/529	Textual Ethnography In Central Asia & Beyond #	Golestaneh	3	2
R 329/529	Geography Of North Central Asia #	Zlotin	3	16
R 349/549	Contemporary International Relations In East Central Europe: Russia As A New Model? #	Kreko	3	10
R 349/549	From Dictatorship To Democracy? Social Psychology Of Transitions In Post-Communist Europe #	Kreko	3	5
R 349/549	Modernist Art And Culture In Hungary And Central Europe	Kappanyos	3	1
R 349/549	Nazi And Stalinist Art And Culture In Hungary & Central Europe #	Kappanyos	3	4
R 349/549	Populism And Extremism In Post-Communist Europe	Kreko	3	1
R 349/549	Russian Political Influence In Post-Transitional Central And East Europe	Kreko	3	
R 349/549	War And Peace In Eastern Europe #	Borhi	3	4
R 351/551	Prophets, Poets, Kings: Iranian Civilization	Dubeansky	3	11
R 352/552	Peoples/Cultures Of Middle East	Shahrani	3	7
R 371/571	Tibet And The West #	Conrad	3	15
R 383/583	Ottoman Classical Age 1300-1600	Elbasan-Bozdogan	3	
R 386/586	Islam And Islamism In Turkey	Silay	3	8
R 392/592	Language And Society In Central Eurasia #	Graber	3	
R 395	Politics Of Identity #	Bovingdon	3	
R 397/597	Empires Of The Silk Road	Beckwith	3	
R 399/599	Russia And Its Neighbors #	Zlotin	3	12
R 399/599	Symbols, Icons, Alphabets: Writing Systems In Asia	Kara	3	
R 399/699	Central Eurasian Languages #	Ozcelik	3	
R 413/613	Islamic Central Asia 16th-19th Century	DeWeese	3	
R 416/616	Religion/Power Islamic Central Asia #	DeWeese	3	4

Cross-listed

*Grant supp

School of Global and International Studies -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2
				Ugrad
R 492/692	Language And Society In Central Eurasia #	Graber	3	
R 493/693	Problems Of Central Eurasian Nationalism	Bovingdon	3	
R 509	Unity And Diversity In The European Union #	Raun	3	
R 559	The Iranian Revolution: Comparative Analyses	Golestaneh	3	
R 628	Russia's Orient 1552-1924	Lazzerini	3	
R 629	Islamic Hagiography-Central Asia	DeWeese	3	
R 650	Iran-Saudi Relations	Golestaneh	1-6	
R 698	Empire & Ethnicity In Modern Russ	Raun	3	
R 711	Anthropology Of Religion (Focus On Islam) #	Shahrani	3	
R 711	Representations Of Islam And Muslims In Anthropological Literature	Shahrani	3	
R 711	Seminar On Family, Gender, And Crisis Of Masculinity In Muslim Central Asia And The Middle East #	Shahrani	3	
East Asian Languages and Cultures				
E 201	East Asian Myths & Legends Today	Hwang	3	
E 201	Fantasy/Horror Film In East Asia	Crandol	3	9
E 204	Business, Government, And Finance In East Asia	Yasuda	3	
E 204	Conflict And Cooperation In 21st-Century East Asia #	Liff	3	10
E 204	East Asian Politics: A Comparative Perspective	Yasuda	3	5
E 204	Linguistic And Cultural Diversity In Asia	Tanaka	3	
E 204	Markets/Myths Of East Asian Development	Yasuda	3	13
E 350	On The Move Across Asia: Gender, Migration, Mobility #	Friedman	3	
E 350/505	U.S.-Japan Relations #	Liff	3	
E 350/505	Worship And Rule In East Asia	Vogt	3	
E 352	Mongol Conquest Of China	Brose	3	
E 352/505	East Asia Between Mongols And Samurai	Oxenboell	3	
E 352/505	The Beauty Of Violence #	Oxenboell	3	
E 353/505	Hiroshima: History, City, Event #	O'Bryan	3	24

Cross-listed

*Grant supp

School of Global and International Studies -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2
				Ugrad
E 386/505	United States-East Asian Relation #	Minton/Liff	3	43
E 505	Tense And Aspect In East Asian Languages	Lee	3	
E 505	Topics In Learning About Asia	Kang	3	
E 600	Seminar In East Asian Studies: Global Environmental History #	Lin C	4	
European Studies				
W 301	Modern European Politics And Society #	Ruigh	3	53
W 405	European Anti-Semitism From The Enlightenment To The Holocaust #	Jikeli	3	17
W 405	Geography Of Europe	Dunn	3	17
W 405	International Marketing Management	Staff	3	
W 405	Scandinavia Today #	Raun	3	
W 405/605	American-Russian Rivalry In Central Europe #	Staff	3	
W 405/605	Contemporary Security Issues In Europe	Coyle	3	30
W 405/605	Democracy & Transition In East Central Europe	Kreko	3	5
W 405/605	Hitler & Stalin In Europe #	Borhi	3	
W 405/605	Political Systems & Diplomatic Relations After The Fall Of Communism	Kreko	3	15
W 405/605	Russia And Its Neighbors #	Zlotin	3	12
W 405/605	Russia And The EU #	Dekalchuk	3	
W 405/605	War & Peace In Eastern Europe #	Borhi	3	4
W 406	Inventing Eastern Europe	Antic	3	15
W 406/605	Nazi And Stalinist Art And Culture In Hungary & Central Europe	Kappanyos	3	4
Global & International Studies				
S 201	Data Visualization for Global and International Studies	King	3	
X 373	Internship- Global and International	Kaletizdou	1-3	
X 573	Practicum in Global and International Studies: Preventing Human Trafficking *	Staff	1-3	

Cross-listed

*Grant supp

School of Global and International Studies -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2017	
				Ugrad	Grad
International Studies					
I 100	Introduction To International Studies	Bovingdon/Nemes/Banai	3	469	
I 102	Climate Change-International Studies	O'Reilly	3		
I 202	Global Health And Environment	Kane/O'Reilly	3	118	
I 203	Global Development	Staff	3	199	
I 204	Human Rights And International Law	Staff	3	290	
I 205	Culture And Politics	Kousaleos/Nemes	3		
I 205	International Communication & Arts	Kousaleos	3	130	
I 206	Peace And Conflict	Hosur Suhas	3		
I 206	Identity And Conflict	Pinaud/Ibrahim	3	129	
I 210	Diplomacy Security Governance	Staff	3	134	
I 212	The Craft Of American Diplomacy	Minton	3	9	
I 220	Global Connections	Siqueira	3	154	
I 222	Global Health Connections	Siqueira	3	92	
I 300	Comparative Foreign Policy	Spechler	3	16	
I 300	Ethics And Decision-Making In International Politics	Lindberg	3	26	
I 300	Global Environmental Institutions And Development	Zirogiannis	3	30	
I 300	International Energy Markets: Environmental, Economic, And Health Aspects	Zirogiannis	3		
I 300	ISIS And Terrorism #	Alsaleh	3		
I 300	Refugees And Migrants	Zadoff	3	14	
I 300	Russia And The EU #	Dekalchuk	3		
I 300	The Politics Of Identity In China And Inner Asia #	Bovingdon	3		
I 300	U.S.-Japan Relations #	Liff	3		
I 302	Global Healing	Kane S	3	36	
I 302	Health Governance And Organizational Management In Global Perspective	Long	3		
I 302	Women's Rights And Health	Siqueira	3		

Cross-listed

*Grant supp

School of Global and International Studies -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2
				Ugrad
I 303	Climate Disaster And Resilience	O'Reilly	3	13
I 303	Comparative Politics Of Natural Resources: Linking The Global And The Local	Steinberg	3	8
I 303	Global Humanitarianism	Dunn	3	32
I 303	Immigration, Health Care, And The Environment	Schmitz	3	
I 303	Political Change And Development	Stein	3	
I 303	Politics Of The Developing World	Hunt	3	
I 303	Refugees And Displaced People	Dunn	3	
I 304	Bodies Under Fire: Gender, Violence, And Human Rights	Kousaleos	3	30
I 304	Gender And International Human Rights	Rana	3	26
I 304	Human Rights In Everyday Life: Passageways And Chronicles	Parnell	3	
I 304	Refugees And Displaced People	Dunn	3	29
I 304	Techniques And Ideas In Contemporary Revolutions	Kenney	3	16
I 305	Cultural Heritage In Crisis #	Graves	3	
I 305	Culture In The Digital Age	Nemes	3	60
I 305	Geographies Of Islam	Todd	3	
I 305	Global Media Infrastructures: From Undersea Cables To Local Itineraries	De Boer	3	19
I 305	Media And Politics In Comparative Perspective	Stein	3	33
I 305	Museums: The Display Of Culture	Graves	3	
I 305	The Rainbow Spectrum: Global Gender Display, Identity, And Resistance	Kousaleos	3	
I 306	Democracy And Global Politics	Banai	3	28
I 306	Genocide In World History: From Conquest To Mass Murder	Pinaud	3	
I 306	Identity Politics In Divided Societies	Bovingdon	3	24
I 306	Media And The Middle East	Arjomand	3	
I 306	The Politics Of Protest	Stein	3	
I 306	War And Peace In Eastern Europe	Borhi	3	

Cross-listed

*Grant supp

School of Global and International Studies -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2
				Ugrad
I 310	Case Studies In U.S. Diplomacy: Opening To China, Ending The Balkan War, Negotiating With North Korea	Minton	3	
I 310	Challenges Of Modern Conflict	Bell	3	
I 310	Competing Visions Of Global (Dis)Order	Scheuerman	3	
I 310	Empire, War, And Development: The History Of U.S. Nation-Building In Global Perspective	Macekura	3	31
I 310	Global Economic Governance: Power, Institutions, And Ideas	Bauerle Danzman	3	22
I 310	International Political Thought	Banai	3	26
I 310	The Work And Politics Of The UN Security Council: Sanctions, Peacekeeping, Big Power Politics	Minton	3	
I 310	War And Peace In The International Order	Istrabadi	3	30
I 315/515	Research Design In International Studies	Nemes/Allendorf	3	111
I 400	International Studies Capstone Seminar	Banai/Macekura/Bauerle Danzman/Pinaud/Kousaleos	3	64
I 401	Global Service Capstone	Kalenzidou	1	1
I 406	Honors International Studies Capstone Seminar	Banai/Macekura/Bauerle Danzman/Pinaud/Kousaleos	3	64
I 420/502	Global History-Sustainability	Macekura	3	13
I 420/502	Negotiating Climate: Culture, Science, And Politics Of Environmental Transformation	O'Reilly	3	10
I 422	Youth And Politics	Ibrahim	3	16
I 422/500	International Humanitarian Aid	Dunn	3	
I 424/500	After Atrocities, Reconstructing The Peace	Istrabadi	3	
I 424/504	Genocide After World War II	Gilligan	3	19
I 424/506	Women And War	Pinaud	3	
I 424/510	Violence Against Civilians In War: Causes And Consequences	Bell	3	
I 426/500	Computers-Cultures-Global Future	Ekbis	3	19

Cross-listed

*Grant supp

School of Global and International Studies -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2
				Ugrad
I 426/500	Culture, Commerce, And Courts: The Law Of International Business	Rana	3	
I 426/500	Democracy In A Global Age #	Scheuerman	3	
I 426/500	Global Governance And International Organizations	Bosco	3	11
I 426/500	International Climate Governance: IU Delegation To The United Nations Framework Convention On Climate Change	O'Reilly	3	
I 426/500	Numeric Literacy For Global Citizenship	Allendorf	3	
I 426/500	Shi'ism: Debates & Discourse #	Golestaneh	3	
I 426/500	The Rise Of The Global City	Bovingdon	3	
I 427/500	Models Of Social And Political Processes	Steinberg	3	
I 427/503	Harnessing Foreign Investment For Development	Bauerle Danzman	3	9
I 428/502	Environmental Justice	Kane	3	
I 500	A Global History Of Sustainability	Macekura	3	
I 500	Introduction To Latin American And Caribbean Graduate Studies #	Pitts	3	
I 500	Liberal Democracy In Crisis #	Isaac	3	
I 680	International Studies Masters Capstone	Gilligan	3	
I 701	Interdisciplinary Seminar - Global Studies	Bosco	3	
I 702	Individual Study In Global Studies	Gilligan	1-4	
I 705	Human Rights Multidisciplinary Seminar	Kenney	3	
L 250	Intro To International Law & Legal Institutions	Bosco	3	
L 350	Origins & Evolution Of International Law	Rana	3	
L 356	Intervention And Sovereignty	Istrabadi	3	
X 370	Food Security (Service Learning Course)	Kalentzidou	3	24
X 390	Individual Readings In International Studies	Kane	1-3	3
X 398	Research In International Studies (On Demand)	Kane	1-3	
Near Eastern Languages and Cultures				
E 306/695	Ancient Egypt And Virtual Heritage	Vinson	3	1

Cross-listed

*Grant supp

School of Global and International Studies -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2
				Ugrad
N 203	Near East Before Islam	Caner	3	2
N 204	Meet The Middle East	Staff	3	
N 204	Survey Of Arabic Literature	Al-Saleh	3	6
N 204	Topics In Middle East Culture & Society	Al-Saleh	3	
N 213	World Of Late Antiquity	Caner	3	
N 216	Israeli Inequality In Context	Khazzoom	3	
N 233	Golden Age Islamic Civilization	Afsaruddin	3	8
N 251	Post-Taliban Afghanistan & War Terror #	Shahrani	3	
N 303	Middle East History Through Literature & Film #	Staff	3	
N 303/695	Ancient Greek And Near Eastern Religion	Caner	3/1-4	3
N 303/695	World War I In The Middle East	Walbridge	3	
N 304/695	Gender And Difference In Israel	Khazzoom	3	30
N 304/695	ISIS And Terrorism #	Alsaleh	3	
N 304/695	ISIS: Use And Abuse Of Islamic Texts	Alsaleh	3	15
N 304/695	What Is Middle Eastern?	Khazzoom	3	
N 305/695	Arabic Novel Translation/Culture	Al-Saleh	3	15
N 305/695	Autobiography Arabic Literature And Culture	Alsaleh	3	
N 305/695	Issues In Middle Eastern Literature	Al-Saleh	3	15
N 339	Middle Eastern Politics	Sinno	3	50
N 361/695	Islamic Feminisms	Afsaruddin	3	
N 365/680	Islamic Philosophy	Walbridge	3	
N 370/570	Koranic Studies	Walbridge	3	25
N 389	Politics of the UN #	Spechler	3	
N 391/681	War And Peace In Islam	Afsaruddin	3	
N 392/682	Islam And Modernity	Afsaruddin	3	25
N 397	Peoples/Cultures Of Middle East #	Shahrani	3	29
N 695	Muslim Immigration And Minorities In The West	Sinno	1-4	

Cross-listed

*Grant supp

School of Global and International Studies -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2	
				Ugrad	
N 695	Representations Of Islam And Muslims In The Middle East & Central Asia	Shahrani	1-4		
Russian & East European Institute					
R 300/500	American-Russian Rivalry In Central Europe #	Staff	3		
R 300/500	Hitler & Stalin In Europe #	Borhi	3		
R 300/500	Inventing Eastern Europe #	Antic	1	15	
R 300/500	Law, Courts, And Constitutions In Authoritarian States #	Grigorev	3		
R 300/500	Russia And Its Neighbors #	Zlotin	1	12	
R 300/500	Russia And The EU #	Dekalchuk	3		
R 300/500	War & Peace In East Europe #	Borhi	3		
R 500	Nationalism In Balkans: 1804-1923 #	Bucur-Deckard	3		
R 500	Russian And Soviet Foreign Policy #	Spechler	3		
R 500	The Baltic States Since 1918 #	Raun	1		

Cross-listed

*Grant supp

College of Arts and Sciences -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2
				Ugrad
African American and Diaspora Studies				
A 112	Black Music Of Two Worlds #	Burnim	3	16
A 150	Survey Of The Culture Of Black Americans	McElroy/Wester	3	266
A 154	History Of Race In Americas	Mahady	3	15
A 156	Jim Crow And Apartheid	Mahady	3	27
A 203	Studying Blacks Of New World	Smith	3	32
A 210	Black Women In The Diaspora	Smith	3	55
A 221	Dance In The African Diaspora	Rosa	3	22
A 251	Photography & African Diaspora #	Wolfskill	3	
A 264	History Of Sport & The African American Experience	Sailes	3	
A 290	Sociocultural Perspective Of African American Music #	Cohen	3	36
A 298	Language & Identity In The Black Diaspora	Smith	3	15
A 304	Black Paris #	Julien	3	
A 320	Black Dance History	Rosa	3	23
A 355	African-American History I	Williams	3	
A 359	Ethnic/Racial Film Stereotypes	Wester	3	22
A 379/579	Early Black American Writing	McElroy	3	
A 387	Black Migration	Smith	3	9
A 398	Memory, Trauma, & Healing In African Diaspora	Hamilton Abegunde	3	12
A 407	African American And African Protest Strategies	Grim	3	
A 408	Race, Gender And Class	Smith	3	
A 420/620	Transforming Divided Communities And Societies #	Calloway-Thomas	3	11
A 427	Cross-Cultural Communication	Calloway-Thomas	3	9
A 481	Racism And The Law	Motley	3	8
A 500	Intro To African American & African Diaspora Part 1	Grim	3	
A 556	Race & Culture In The African Diaspora	Calloway-Thomas	4	
A 557	Race & Politics-African Diaspora	Grim	4	
A 605	Race And The Global City, Part 1	Staff	4	

Cross-listed

*Grant supp

College of Arts and Sciences -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2
				Ugrad
A 692	Writers & Literature In African American & African Diaspora	Wester	3	
A 694	The Arts In African-American & African Diaspora	Wolfskill	3	
A 703	Black Feminisms	Hamilton Abegunde	4	
American Studies				
A 100	What Is America?	Staff	3	1306
A 150	Introduction To Native American And Indigenous Studies	Kuhn/Inouye	3	26
A 201	Experimental Blackness: Experiences And Expressions	Kendall	3	
A 275	Indigenous Worldviews In Americas	Snyder	3	18
A 300	Image Of America In The World	Frazier	3	25
A 351	American Prison Global Context	Seigel	3	26
A 399	Native American/Indigenous-Film/Media	Lepselter	3	6
A 399	The Holocaust & American Memory #	Linenthal	3	3
A 399	World War II: The Peoples #	Linenthal	3	1
G 520	Imaging Race: 20th And 21st Century Photography At The Boundaries Of Visual Representation #	Gleisser	3	
G 620	Colloquium: Peopling Of Americas #	Kaestle	3-4	
G 751	Evangelical & Charismatic Christianity In The Americas	Brown/Robinson	4	
G 751	Revolution & Cold War In Latin Literature #	Cohn	4	
Asian American Studies				
A 200	Asian American Literature	Kwong	3	36
A 201	Asian Diaspora Experience	Kwong	3	
A 300	America's Pacific	Wu	3	5
A 300	The United States And China	Wu	3	
Anthropology				
A 200	Bad Language	Suslak	3	25
A 200	Bike Racing, Doping & International Sport	Gilley	3	21
A 200	Endangered Food And Culinary Traditions Of Europe	Gilley	3	
A 205	Exploring Sustainable Agriculture & Trade	Osterhoudt	3	12

Cross-listed

*Grant supp

College of Arts and Sciences -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2
				Ugrad
A 205	Nomads, Networks & Communities #	Graber	3	
A 211	Safe To Eat? Food Science & Society	Ireland	3	26
A 221	Anthropology Of Food	Ellis	3	
A 400	Undergraduate Seminar: Ethics In Cultural Research	Pyburn	3	9
A 403	Introduction To Museum Studies	Kirk	3	18
B 400	Undergraduate Seminar: Peopling Of Americas	Kaestle	3	5
E 101	Sustainability And Society	Brondizio	3	25
E 200	Social & Cultural Anthropology	Seizer/Bigozhin/Sterling	3	139
E 206	Chanting Down Babylon: Protest And Popular Culture In The Afro-Caribbean	Sterling	3	
E 208	Global Jazz, Reggae, & Hip Hop	Sterling	3	
E 210	Rethinking Race Globally	Buelow	3	20
E 251	Post-Taliban Afghanistan And The War On Terror #	Shahrani	3	
E 260	Culture, Health And Illness	Phillips	3	
E 300	Islam In And Out Of Africa	Buggenhagen	3	10
E 300	On The Move Across Asia: Gender, Migration, Mobility #	Friedman	3	
E 300	Photography And Ethnography	Buggenhagen	3	25
E 300	Tibet & The West #	Conrad	1-3	15
E 300/600	Textual Ethnography In Central Asia & Beyond #	Golestaneh	1-3	5
E 317	Ethnographies Of Media Worlds	Gershon	3	28
E 318	Nature/Culture: Environmental Anthropology	Osterhoudt	3	25
E 338/609	Stigma: Culture, Identity And The Abject #	Seizer	3	16
E 383	A World Of Work	Gershon	3	24
E 386	Performance, Culture And Power In The Middle East And North Africa	Goodman	3	20
E 393	World Fiction And Cultural Anthropology	Sterling	3	
E 397	Peoples & Cultures Of Middle East #	Shahrani	3	29
E 413/613	Global Africa	Buggenhagen	3	

Cross-listed

*Grant supp

College of Arts and Sciences -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2
				Ugrad
E 418	Globalization And Consumer Culture	Gilley	3	23
E 421/621	Food And Culture #	Brown/Robinson	3	51
E 422	Native American & Indigenous Media	Lepselter	3	
E 428/628	Latin-American Social Movements #	Greene	3	19
E 432	Cultures Of Democracy	Gershon	3	
E 436	The Politics Of Marriage #	Friedman	3	16
E 437	Power And Violence: Political Systems In Ethnographic Perspective	Goodman	3	14
E 444/644	People And Protected Areas	Osterhoudt	3	
E 593	World Fiction & Cultural Anthropology	Sterling	3	
E 600	Anthropology Of Citizenship #	Friedman	3	
E 600	Islam & Politics Central Asia & Middle East #	Shahrani	3	
E 600	Seminar On Anthropology Of Religion #	Shahrani	3	
E 600	Seminar On Family Gender And Crisis Of Masculinity In Muslim Central Asia And The Middle East #	Shahrani	3	
E 646	Anthropology Of Democracy	Gershon	3	
E 656	The Anthropology Of Race	Sterling	3	
E 674	Anthropology Of Human Rights	Sterling	3	
L 200	Language And Culture	Suslak/Ellis	3	178
L 204	Language And (In)Tolerance	Lesourd	3	60
L 314	Performance As Communicative Practice	Lepselter	3	28
L 400	Language & Globalization	Graber	3	
L 400/600	Language In/Of Media	Graber	3	
L 400/600	Language Revitalization #	Lesourd	3	26
L 410/610	Language And Society In Central Eurasia #	Graber	3	
L 500	Proseminar In Language & Culture	Suslak	3	
P 250	Intro to World Archaeology	Alt	3	
P 375/575	Food In The Ancient World #	King	3	19

Cross-listed

*Grant supp

College of Arts and Sciences -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2
				Ugrad
P 401	Cultural Resource Management	Alt	3	
P 409/509	Archaeological Ethics	Pyburn	3	
P 411	Archaeology Of Religion	Alt	3	
P 430	Archaeology Of Violence & Conflict	Alt	3	8
P 600	Archaeology Of Central Eurasia: The Bronze Age #	Pyburn	3	
Art History				
A 200	21st Century Art Around The Middle East And North Africa	Domene-Danes	3	33
A 200	Black Women Artists	Wolfskill	3	
A 200	Gender, Race, & Sexuality In Contemporary And Modern Art	Watson	3	
A 200	Photography Of & By African Diaspora	Wolfskill	3	
A 203	Machine Age Modern	Saletnik	3	
A 204	East Asian Buddhist Art	Coleman	3	
A 205	Baroque Art In Europe	Knox	3	
A 206	Classical Art & Archeology	Van Voorhis	3	86
A 207	Introduction To Contemporary Art	Gleisser	3	
A 224	The Gothic Cathedral	Reilly	3	
A 226	Envisioning The Sacred	Bassett	3	
A 281	Introduction To Islamic Visual Culture	Graves	3	
A 290	Architecture For Planet Earth	Rothstein	3	21
A 300	Cultural Heritage In Crisis	Graves	3	
A 300	Women Artists In The Archive	Gealt	3	
A 303	18th Century Art And Ideas	Gealt	3	
A 315	The Body In Classical Art	Van Voorhis	3	
A 340	Impressionism	Molotiu	3	25
A 341	19th Century European Art	Facos	3	
A 342	20th Century Art	Saletnik	3	
A 355	Art/Craft/Technology in Sub-Saharan Africa	Pelrine	3	18
A 358	Women Artists	Facos	3	98

Cross-listed

*Grant supp

College of Arts and Sciences -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2
				Ugrad
A 393	Museums: Display Of Culture	Graves	3	
A 410/501	Ancient Painting, Ancient Portraits	Leach/Van Voorhis	3	9
A 412	Art & Archeology Of The Aegean	Kaye	3	7
A 426/520	The Medieval City	Reilly	3	20
A 443/543	Imaging Race #	Gleisser	3	
A 459/589	Painted Image in the Islamic World	Graves	3	
A 490/580	Arabesque	Grewe	3	
A 490/580	German Art In The European Context	Grewe	3	
A 490/580	Global Migrations, Conflict, And Contemporary Art	Domene-Danes	3	
A 490/580	Imaging Race: 20th And 21st Century Photography #	Gleisser	3	1
A 501	Art And Archaeology Of The Aegean	Blackwell	3	
A 521	Pagans & Christians	Bassett	3	
A 640	Religion, Art And Conflict	Grewe	3	
A 640	The Symbolist Movement	Facos	4	
A 640	The Visual Arts In African American And African Diaspora Studies #	Wolfskill	3	
A 647	Radical Resourcefulness--Artists And The City	Gleisser	4	
A 667	Fake! Forgery And The History Of Collecting	Graves	4	
Center for Theoretical Inquiry in the Humanities				
T 600	Hegel and The Humanities: Language, Thought, and World in the Science of Logic	Dove	3	
T 600	War And The Political	Illas	3-4	
College of Arts & Sciences				
C 102	Concepts Of Self: East & West	Stalnaker	3	182
C 103	Air War, 20th-Century History & Morality	Rasch	3	
C 103	Beauty: Evolution Of An Idea	MacKay	3	55
C 103	Buddhism And Popular Culture	Blair	3	
C 103	Jesus, Alexander, and Other Heroes of Islam	Sela	3	100

Cross-listed

*Grant supp

College of Arts and Sciences -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2
				Ugrad
C 103	Language And Religion	Obeng	3	127
C 103	Music, War, And Peace	McDonald	3	232
C 103	Power, Politics, And Piety	Hillman	3	63
C 103	Race, Love, And Conquest	Castaneda	3	184
C 103	Radical Thinking: Marx To Martin Luther King	Robinson	3	
C 103	Saints Of The Silk Road	DeWeese	3	49
C 103	Transnational Hispanic Cinemas	Risner	3	120
C 103	Work Hard, Pray Hard	Velazquez	3	
C 104	Beauty: Evolution Of Image	Martins	3	60
C 104	Busting The Melting Pot Myth	Wu	3	
C 104	Chocolate, Food Of The Gods	Royce	3	139
C 104	Foodstuff: Food & Culture	Wilk/Ipsen	3	114
C 104	Gender And Economics	Glomm	3	
C 104	Genetics And Eugenics	Gliboff	3	
C 104	Global Popular Culture	McGraw	3	111
C 104	Global Tourism	Selka	3	
C 104	Immigration And Refugee Crises	Bielasiak	3	55
C 104	Language Hotspots & Biodiversity	Stringer	3	57
C 104	The Middle East In Western Imagination	Afsaruddin	3	
C 104	Race, Gender, Sex: Social Science	Lee	3	
C 104	Rise And Fall Of Ancient Civilization	King	3	196
C 104	Science & Culture Of Empathy	Breithaupt	3	
C 104	The Century Of Women	Bucur-Deckard	3	
C 104	Thinking About Language	Franks	3	122
C 104	War In The Middle East	Walbridge	3	102
C 105	Beauty: Evolution Of Science	Johnson	3	54
C 105	Biology & Culture Of Women's Bodies	Vitzthum	3	
C 105	Foodstuff: Food & Science	Todd	3	120

Cross-listed

*Grant supp

College of Arts and Sciences -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2
				Ugrad
C 105	Records of Global Climate Change	Brassell	3	234
C 105	Sister Species	Hunt	3	84
C 107	Global Arts And Humanities	Goodlander	3	120
S 103	Becoming "American": Immigrant & American Literature	Barwick	3	11
S 103	Global Media: Home And World	De Boer	3	14
S 103	Music, Identity, And Social Life: Performance And Community Action	McDonald	3	18
S 103	War As A Cultural Phenomenon	Arnaudo	3	
S 104	Critical Race Theory In American Sport	Sailes	3	16
S 104	Exploring "Otherness"	Carman	3	
S 104	Food For Thought: Food Policy And Poverty From Local To Global	Libby	3	11
S 104	Through The Looking Glass: Theory, Identity And Dress	Christiansen	3	17
S 105	Linguistic Communication And Thinking In A Global Context	Lin	3	
S 105	My Fair Language: The Perception And Projection Of Identity Through Speech	Bent	3	
Collins Living-Learning Center				
L 100	Experiencing The Divine	Farmer	3	12
L 100	Public Space And Memory	Starowitz	3	
L 110	Hip Hop Around The Globe	Shao	3	21
L 120	African Feminisms And Culture	Mudiwa	3	
L 120	Psychology Of Global Conflict	Driskell	3	
L 120	Sex, War, Terrorism	Onur-Cifci	3	16
L 210	Body, Earth, Identity	Chambers	3	
Comparative Literature				
C 110	Us Against The World	Staff	3	161
C 111	Reading The World	Linard	3	15
C 147	Images Of The Self: East And West	Wu/Resier	3	64

Cross-listed

*Grant supp

College of Arts and Sciences -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2
				Ugrad
C 151	Holocaust Narratives	Sidky	3	
C 151	Theatrics Of Nationhood	Montesano	3	
C 155	Culture And Modern Experience	Scalzo	3	15
C 262	Cross-Cultural Encounters	Adesokan	3	
C 317	Epic: Heroes, Gods, And Rebels	Van der Laan	3	16
C 321	Medieval Literature	McGerr	3	9
C 321	World Literature Before 1500	Losensky	3	32
C 337	20th Century: Tradition & Change	Marks	3	14
C 340	Women In World Literature	Riccio-Berry	3	30
C 345	Literature Of The Bible	Marks	3	
C 345	The Holy Man	Johnson	3	20
C 355	Beauty, Sacred, And Profane	Velazquez	3	24
C 361	African Literary Traditions	Adesokan	3	16
C 363	Black Paris #	Julien	3	
C 370	Voyages Through 1001 Nights	Losensky	3	24
C 377	Yiddish Life, Literature, & Memory #	Kerler	3	13
C 457	Capitals, Crosscurrents, and Borders	Hertz	3	25
C 523	The Self And Other In Medieval European Literature	McGerr	3	
C 580	History & Theory Of Translation	Losensky	4	
C 680	Advanced Translation	Johnston	4	
Criminal Justice				
P 300	Regulating Immigration And Crime	Ernst	3	
P 301	Police In Contemporary Society	Verma	3	43
P 306	Drugs, Society, And Justice	Schlegel	3	
P 307	Policing Democracies	Verma	3	
P 314	Law And Social Science	Sales	3	
P 318	Global Gender & Justice	Levesque	3	45
P 406	Unequal Justice	Oliver	3	

Cross-listed

*Grant supp

College of Arts and Sciences -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2
				Ugrad
P 407	Terrorism	Verma	3	
P 419	Race, Class, And Crime	Gaston	3	54
P 420	Violence In The Black Community	Oliver	3	
P 425	Women & The Criminal Justice System	Northcutt Bohmert	3	
Cultural Studies				
C 701	Activism, Engagement, And Critical Ethnography	McDonald	3	
C 701	Advanced Urban Geography #	Ashutosh	3	
C 701	Anthropology Of Citizenship #	Friedman	3	
C 701	Collectivity #	Breger	3	
C 701	East European Historiography #	Bucur-Deckard	3-4	
C 701	Empire/Imperialism #	Dodson	4	
C 701	Francophone Cinemas #	Bouchard	3	
C 701	Global Environmental History #	O'Bryan	3	
C 701	Hiroshima: History, City, Event #	O'Bryan	3	
C 701	Imaging Race: 20th And 21st Century Photography And The Boundaries Of Visual Representation #	Gleisser	3-4	
C 701	Introduction To Political Ecology #	Lave	3	
C 701	Introduction To Post-Colonial Studies #	Bose	3-4	
C 701	Marxist Geography And Spatial Theory #	Akhter	3	
C 701	Nationalism In The Balkans: 1804-1923 #	Bucur-Deckard	3	
C 701	Social Theory In Ethnomusicological Research #	McDonald	3	
C 701	Topics In International English Literature #	Halloran	3	
C 701	World Fiction And Cultural Anthropology	Gould	3-4	
Earth and Atmospheric Sciences (formerly Geology)				
E 105	Earth: Our Habitable Planet	Kieu/Elswick	3	171
E 118	Sustainability: Water Resources	Zhu	3	36
G 116	Our Planet And Its Future	Yanites	3	
G 131	Oceans & Our Global Environment	Brassell	3	157

Cross-listed

*Grant supp

College of Arts and Sciences -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2
				Ugrad
G 341	Natural History Of Coral Reefs	Johnson	3	
Economics				
E 303	Survey Of International Economics	Stone III/Lee	3	63
E 309	Economics And Ethics	Stone III	3	
E 331	International Trade	Lashkaripour	3	150
E 332	International Monetary Economics	Hatchondo	3	25
E 337	Economic Development	Buffie	3	18
E 341	Economics Of Labor Markets	Olson	3	45
E 344	Health Economics	Raghav	3	26
E 364	Environment & Resource Economics	Lueck	3	47
E 530	International Trade	Lugovskyy	3	
E 630	International Trade II	Beshkar	3	
E 730	International Economics Workshop	Beshkar	3	
E 730	Seminar In International Trade	Beshkar	3	
E 830	Readings In International Trade (On Demand)	Glomm/Swyers	1-6	
English				
G 208	World Englishes	Adams	3	30
L 207	Women's Work	Li/Farris	3	52
L 210	American Narrative(s) In The Age Of Terrorism	Muyumba	3	
L 223	Intro To Ethnic American Literature	Muyumba/Varon	3	44
L 224	Global Mystery Fiction & The BBC	Halloran	3	
L 224	Hospitality- Local Cultures, Global Challenge	Linton	3	29
L 374	'Coming Of Age' Stories: The Multi-Ethnic Bildungsroman	Varon	3	
L 389	"Women And Nature"	Sheldon	3	18
L 389	Feminist & Queer Theory- Amazons, Cross-Dressers, And Hermaphrodites	Anderson	3	11
L 396	Black Planets: Afrofuturism In American Literature And Culture	Kilgore	3	
L 460	"Utopian Literatures"	Lochrie	3	12

Cross-listed

*Grant supp

College of Arts and Sciences -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2	
				Ugrad	
L 470	Literature Of Contagion	Ingham	3	15	
L 480	From Subjects To Citizens: Transatlantic Literature From Divine Right To The Declaration Of Independence	Charnes	3		
L 611	Early Modern Women's Writing	Anderson	4		
L 635	Poetry, Prose, And Politics	Varon	4		
L 643	Introduction To Post-Colonial Studies	Bose	3		
L 648	Readings In Critical Race And Post-Colonial Studies	Li	4		
L 680	Introduction To Cultural Studies #	Vogel	4		
L 774	Topics In International English Literature	Halloran	4		
R 342	Rhetoric And Race	Terrill	3		
R 398	Cultural, Identity, and the Rhetoric Of Place	Smith	3		
Folklore					
E 111	World Music And Culture	Tuohy	3		
E 112	Black Music Of Two Worlds	Burnim	3	18	
E 151	Global Pop Music	Jones	3	291	
E 295	Survey Of Hip Hop	Orejuela	3		
E 522	The Study Of Ethnomusicology	Tuohy	3		
E 533	Applied Ethnomusicology	Dirksen	3		
E 714	Paradigms Of Ethnomusicology #	McDonald	3		
F 101	Introduction To Folklore	Barker/Dobler	3	815	
F 111	World Music And Culture	Gubner	3	624	
F 121	World Arts And Cultures	Jackson/Shukla	3	187	
F 141	Urban Legend	Dobler	3	150	
F 215	Health & Morbidity In Traditional Cultures	Goldstein	3		
F 252	Folklore & Gender	Hillers	3		
F 252	Folklore And The Internet	Dobler	3	69	
F 252	From Dance Halls To Carnivals And Revolutions!	Gubner	3	20	

Cross-listed

*Grant supp

College of Arts and Sciences -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2
				Ugrad
F 252	Representing Jews & African Americans In American Musical Theatre	Cohen	3	36
F 252	The Pleasure Principle: Gender And Sexuality In Music	Jones	3	23
F 253	Music & Disaster	Dirksen	3	
F 253	Music, Community, Sustainability	Tuohy	3	11
F 253	Mythology & Culture	Schrempp	3	
F 253	Stories, Art, & Aging	Kay	3	
F 256	The Supernatural And Folklore	Dobler	3	148
F 305	Cultural Diversity In China	Tuohy	3	
F 316/804	Caribbean Arts And Cultures	Dirksen	3	
F 330	Folk Religion & Popular Belief	Goldstein	3	20
F 330	Folklore And The Environment	McDowell	3	
F 330	Latino Gangs, Cartels, Social Networks #	Morales	3	
F 356	Latino Folklore #	Morales	3	
F 356/804	Myth, Cosmos, & Healing In Latin America/Caribbean Arts And Cultures	McDowell/Stuempfle	3	40
F 358	Music In Judaism #	Cohen	3	9
F 364	Children's Folklore	Orejuela	3	36
F 404/545	Landscape, Space, And Place	Stuempfle	3	
F 404/545	Memoirs And Life Histories In Ethnomusicology	Stone	3	4
F 420/545	Contemporary Perspectives On Myth	Schrempp	3	
F 536	Ethnography Of Belief	Goldstein	3	
F 537	Folklore & The Ethnography Of Health & Illness	Goldstein	3	
F 545	Analysis Of Myth	Schrempp	3	
F 722	Cultural Heritage & Tourism	Tuohy	3	
F 722	Senses Of Place: Production And Performance/African Mobilities	Tuohy/Reed	3	
F 722	Sound Studies & Society	Tuohy	3	

Cross-listed

*Grant supp

College of Arts and Sciences -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2
				Ugrad
F 722	Activism, Engagement, And Critical Ethnography	McDonald	3	
F 722	The Black Messiah: Music, Religion, & Activism	Jones	3	
F 722	Colloquium In Theoretical Folklore/Ethnomusicology	Reed	3	
F 730	Museums & Material Culture	Shukla	3	
F 740	History Of Ideas In Ethnomusicology	Reed	3	
Gender Studies				
G 101	Gender, Culture, And Society	Staff	3	533
G 104	Feminist Activism: Gender, Social Justice, And Geopolitics/Feminist Legal Theories	Stephens	3	44
G 105	Sex, Gender, & The Body	Foster	3	
G 205	Cunnilingus, Crime, & Culture	Gutierrez Lopez	3	
G 205	Folklore & Gender	Hillers	3	
G 205	Gender And Modern Art #	Watson	3	
G 205	Gender, Race, And Performance	Gutierrez Lopez	3	
G 205	LGBT Lives On Screen	Goldberg	3	
G 215	Sex & Gender: Cross-Cultural Perspective	Foster	3	
G 225	Gender, Sexuality, & Pop Culture	Maher	3	
G 250	Race, Sexuality, & Culture	Fair	3	26
G 290	History: Feminist Thought & Practice	Myers	3	13
G 300	Core Concepts And Key Debates	Frazier/Taylor	3	35
G 302	Feminism And Public Issues	Thimsen	3	16
G 302	Gender, Race, & Viral Performance	Peoples	3	
G 302	Islamic Feminisms #	Afsaruddin	3	
G 302	Muy Macho #	Varon	3	
G 302	On The Move Across Asia #	Friedman	3	
G 302	Politics Of Gender & Sexuality	Waqar	3	32
G 302	Race And Disability Studies	Wu	3	
G 302	Sexual Violence	Bucur-Deckard	3	

Cross-listed

*Grant supp

College of Arts and Sciences -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2
				Ugrad
G 310	Representation & The Body	Maher	3	
G 340	Gender, Geography, Sex, & Space	Fair	3	
G 402	Gender, Race, Disability, And Science	Foster	3	9
G 402	Politics Of Marriage	Friedman	3	12
G 402	Sex, Gender, And Politics	Taylor	3	13
G 402	Sexuality & The Black Radical Tradition	Fair	3	10
G 410	International Feminist Debates	Bucur-Deckard	3	54
G 435	Health, Sex, And Gender	Sanders	3	
G 490	Gender, Race, Sexuality, & Law	Foster	3	18
G 498	Gender & Material Culture	Johnson	3	10
G 701	The Biology and Culture of Womens Bodies #	Vitzthum	3	
G 701	Black Performance	Peoples	4	
G 701	Critical Race & Disability Studies	Wu	4	
G 701	Desired States, Political Cultures: Capitalist Empire, Revolution, And Human Rights	Frazier	4	
G 701	Sex/Gender-Conception To Death	Sanders	4	
G 704	Cultural Politics of Sexuality in the 20th Century	Johnson	3	
G 710	Gender, Medicine, And The Body	Maher	3	
G 714	Gender, Race, And Media	Peoples	4	
Geography				
G 110	Human Geography In A Changing World	Schumas	3	
G 110	Introduction To Human Geography	Betz/Brown	3	75
G 120	Regions Of The World	Seifers/Akhter	3	171
G 185	Environmental Change: The End Of The World As We Know It?	Minard	3	165
G 208	Environment And Society	Staff	3	236
G 218	Edible Education	Babb/Ipsen	3	21
G 237	Mapping Our World	Roy	3	172
G 250	Computing In The Geospatial Sciences	Robeson	3	26

Cross-listed

*Grant supp

College of Arts and Sciences -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2
				Ugrad
G 306	Communities And Food	Bruce	3	
G 306	Geography Of Race	Bledsoe	3	12
G 306	Sustainable Agriculture	Beyer	3	20
G 313	Place And Politics	Ashutosh	3	10
G 316	Economic Geography	Knudsen	3	11
G 338	Geographic Information Science	Ficklin	3	54
G 369	The Geography Of Food	Staff	3	100
G 378	Geography Of North Central Asia #	Zlotin	3	16
G 379	Topics In Geography Of Foods	Knudsen	3	
G 384	Food, Place, And War	Dunn	3	
G 416	Advanced Economic Geography	Knudsen	3	
G 417/517	Development Geography: Critical Perspectives	Akhter	3	13
G 427	Russia And Its Neighbors #	Zlotin	3	12
G 428	Geography Of Europe	Dunn	3	17
G 441/520	Migration And Mobility	Ashutosh	3	
G 444/544	Climate Change Impacts	Robeson	3	
G 448/548	Capitalism And Nature	Lave	3	
G 449/549	Political Ecology	Lave	3	10
G 453	Water And Society	Akhter	3	
G 461/561	Human Dimensions Of Global Environmental Change	Evans	3	8
G 469	Food And Global Poverty	Dunn	3	12
G 478/578	Global Change, Food, & Farming Systems	Minard	3	28
G 513	Advanced Economic Geography	Knudsen	3	
G 515	Sustainable Urbanism	Ashutosh	3	
G 603	Marxist Geography And Spatial Theory	Akhter	3	
G 603	Urban Geography	Ashutosh	3	
Global Village Living-Learning Center				
G 200	Transnational Understandings of Civil Rights *	Lichtenstein	1	

Cross-listed

*Grant supp

College of Arts and Sciences -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2
				Ugrad
G 210	Guitar Cultures Around The World	Gibson	3	16
G 210	Religion And Film In Global Perspective	Cooper	3	18
G 210	Vampires In European And American Culture	Holdeman	3	8
G 220	Politics Of Gender And Sexuality In The Islamic World	Onur	3	9
G 220	The Global View Of Death	Leon	3	
G 320	Espionage In The 21st Century	Coyle	3	9
Q 199	Introduction To The Global Village	Marinova	1	47
History				
A 200	Black Power	Williams	3	
A 205	Asian American History	Wu	3	16
A 379	Holocaust In American Memory	Linenthal	3	37
A 380	The Vietnam War	Buono	3	
A 385	America's Pacific	Wu	3	40
B 200	Medieval Saints And Sinners	Craig	3	
B 200	The Zionist Movement	Zadoff	3	33
B 204	Medieval Heroes #	Shopkow	3	
B 208	Pagans and Christians-Middle Ages	Deliyannis	3	
B 215	Religion, Magic, And Witchcraft	Schneider	3	
B 260	Women Men & Society Modern Europe	Roos	3	29
B 270	Inside Nazi Germany	Pergher	3	164
B 303	Men And Women In Modern Europe	Roos	3	
B 303	Scandinavia Today	Raun	3	
B 313	The Crusades	Shopkow	3	30
B 315	European Anti-Semitism	Jikeli	3	17
B 323	History Of The Holocaust	Jikeli	3	70
B 348	Byzantine History	Deliyannis	3	34
B 351	Western Europe-Early Middle Ages	Deliyannis	3	
B 352	Western Europe-High/Late Middle Ages	Shopkow	3	

Cross-listed

*Grant supp

College of Arts and Sciences -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2
				Ugrad
B 354	The Reformation	Schneider	3	
B 360	Europe-Napoleon To First World War	Hsia	3	34
C 205	Intro To Islamic Civilization	Sahin	3	22
C 210	The Making Of The Modern Middle East	Sahin	3	54
C 220	Ancient Leaders And Leadership	Elliott	3	
C 376	Greek History: Bronze Age To The Persian Wars	Robinson	3	67
C 390	Decline & Fall Of The Roman Empire	Elliott	3	32
D 201	Democratic Revolutions	Kenney	3	31
D 310	Russian Revolution & Soviet Regime	Kuromiya	3	31
D 320	Modern Ukraine- From Cossacks To Independence	Kuromiya	3	11
D 330	Eastern Europe: 1944-Present	Kenney	3	
D325/T500	Nationalism In The Balkans: 1804-1923 #	Bucur-Deckard	3	14
E 300	Blessing Or Curse: African Oil	Moorman	3	15
E 332	African History From Colonial Rule To Independence	Moyd	3	
E 333	Epidemics In History	Maglen	3	
E 340	African Popular Culture	Moorman	3	
F 200	Contemporary Latin American Reality	James	3	
F 200	U.S. Interventions In Latin America	Gould	3	
F 336	Modern Central American History	Gould	3	
G 101	East Asia In World History	Wang	3	43
H 101	The World In The 20th Century I	Guardino	3	
H 102	The World In The 20th Century II	Machado	3	69
H 103	Europe: Renaissance To Napoleon	Schneider	3	
H 206	Medieval Civilization	Shopkow	3	82
H 211	Latin American Culture & Civilization 1	Diaz	3	28
H 212	Latin American Culture & Civilization 2	McGraw	3	6
H 213	The Black Death	Craig	3	93
H 227	African Civilizations	Hanson	3	32

Cross-listed

*Grant supp

College of Arts and Sciences -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2
				Ugrad
H 240	The History Of Birth	Knott	3	
H 251	Jewish History: Bible To Spanish Expulsion	Gonzalez Dieguez	3	15
H 252	Introduction To Jewish History: From Spanish Expulsion To The Present	Zadoff	3	9
H 270	What Is History?	McGraw/Linenthal	3	68
H 301	Digital History	Craig	3	12
H 333	Epidemics In History	Maglen	3	74
H 585	History And The Digital World	Craig	4	
H 591	Teaching World History	Machado	3	
H 605/705	Climate, Disease, And The Ecology Of The Roman World	Elliott	4	
H 610/710	Ethnicity And Identity In The Ancient And Medieval Worlds	Deliyannis	4	
H 610/710	Medieval Historiography	Deliyannis	4	
H 615	Culture And Society In Early Modern Europe	Schneider	4	
H 620	20th Century Europe	Roos	4	
H 620	The Holocaust: History, Literature, & Popular Culture	Zadoff	4	
H 645	The Communist Experience In Europe, 1917-1989	Kenney	4	
H 645/745	East European Historiography #	Bucur-Deckard	4	
H 680	Empire/Imperialism	Dodson	4	
H 685	History Of Conflict As History Of Emotions: The Israeli Arab Case	Zadoff	4	
H 695	History Of Media In Africa	Moorman	4	
H 699	Age Of Revolutions	Knott	3	
H 699	Comparing Gender Histories	Bucur-Deckard	4	
H 699	Global Environmental History	O'Bryan	4	
H 699	Globalizing The Past: History And The Global Turn	Machado	4	
H 699	Humanitarianism In History	Moyd	4	
H 699	Nations And Nationalism	Guardino	4	
H 699	Oral History	James	4	

Cross-listed

*Grant supp

College of Arts and Sciences -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2
				Ugrad
H 699	Photography And The Historical Archive	James	4	
H 699/799	Atlantic World 1400-1800	Knott	4	
H 699/799	Globalizing The Past	Machado	4	
H 715	Seminar: Early Modern European History	Schneider	4	
H 720	Modern Europe	Pergher	4	
H 765	Revolution, Counter-Revolution, And Neo-Liberalism #	Gould	4	
H 799	Empires In World History	Pergher	4	
J 300	A Century Of Russian-American Relations	Kuromiya	3	22
J 300	African History And Film	Moorman	3	17
J 300	Christianity In Africa	Hanson	3	18
J 300	Cities In History	Dodson	3	
J 300	Cradle Of Globalization: History, Society, Economy, Culture	Machado	3	13
J 300	Digital History	Craig	3	
J 300	Empires And Nation States In The Middle East	Sahin	3	16
J 300	European Empires	Pergher	3	18
J 300	History Of Motherhood	Knott	3	17
J 300	Jewish History In (Auto)Biography	Zadoff	3	15
J 300	Legacies Of World War I In Europe	Roos	3	19
J 300	Lives Of Crime	Gamber	3	
J 300	Men, Women, And The Nation In Modern Europe	Hsia	3	
J 300	Nationalism In Modern Europe	Hsia	3	14
J 300	The Cold War	Hanson	3	
J 300	The Jewish Body	Zadoff	3	17
J 300	U.S. Imperialism In The Spanish Caribbean	Diaz	3	14
J 301	History For Teachers: Latin America Beyond The Textbook	Diaz	3	11
J 301	History For Teachers: World History On The Fly	Shopkow	3	13
J 400	Capital Cities	Deliyannis	3	19
J 400	Empires In History	Sahin	3	

Cross-listed

*Grant supp

College of Arts and Sciences -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2
				Ugrad
J 400	Gender And Citizenship	Bucur-Deckard	3	13
J 400	History Of Empires	Pergher	3	20
J 400	Love: A Cultural History	Allen	3	
J 400	Oral History	James	3	17
J 400	Prisons And Prisoners	Kenney	3	
J 400	Rebels And Empires	Elliott	3	20
J 400	Researching Maternity's Histories	Knott	3	
J 400	Revolutions And Counter-Revolutions	Gould	3	
J 400	Small Stories, Big Meaning: Using Small Stories To Investigate The Past	Shopkow	3	
J 400	The Senses In History	Linenthal	3	9
J 400	Travelers Abroad	Dierks	3	
T 500	The Baltic States Since 1918 #	Raun	3	
W 200	Fascism Compared	Pergher	3	
W 200	Genocide In The Modern World	Roseman	3	68
W 200	Humanitarianism In History	Moyd	3	
W 200	The Rich	McGerr	3	
W 200	Soccer	Machado	3	57
W 200	The Social History Of War	Guardino	3	57
W 201	Democratic Revolutions	Hsia	3	
W 203	World War I: Global War	Moyd	3	
W 215	Natural Disasters In History	O'Bryan	3	
W 300	Issues In World History: Economy And The Jew/Refugees And Migrants	Zadoff	3	38
W 300	Refugees And Migrants: From Ellis Island To Budapest Train Station #	Zadoff	3	
W 325	World War II: The Peoples	Linenthal	3	61
W 330	Money And History	Spang	3	

Cross-listed

*Grant supp

College of Arts and Sciences -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2
				Ugrad
W 335	The History Of Genocide	Roseman	3	
Honors				
H 226	The Production Of Culture	Anderson	3	
H 228	History Of Documentary Film	Osgood	3	
H 233	Books That Changed The World	Irmscher	3	
H 233	Friendship, Religion, & Justice: Plato, Aristotle, Cicero, Abelard, & Hume	Wood	3	
H 233	Identity, Diaspora, And Belonging: Exploring Second-Generation Immigrant Narratives	Potapowicz	3	
H 233	Interdisciplinary History Of Empathy	Lieber	3	
H 233	Tragedy: When Life Imitates Art	Bjornstad	3	
H 234	Anne Frank And Hitler: Studies In The Representation Of Good And Evil	Rosenfeld	3	18
H 234	Bombing Europe & Japan In WWII	Rasch	3	
H 234	Environmental Ethics, Evasions	Irmscher	3	19
H 234	Global Perspectives In Science Fiction	Arnaudo	3	19
H 234	Literature Of The Holocaust	Rosenfeld	3	14
H 235	Monks, Nuns, And Medieval Art	Reilly	3	20
H 236	Struggle, Conflict, And Competition In Modern Western Culture	Pace	3	21
H 236	Understanding Conflict In War, Management And Business	Arnaudo	3	
H 236	War Gone Viral: The Dark Side Of Globalization	Illas	3	
H 237	Black Gold: Coffee, Culture & Global Exchange	Barwick	3	21
H 237	Current Moral & Social Issues	Leary	3	21
H 237	Global Anti-Apartheid Movement	Lichtenstein	3	
H 237	Global Lives Of Corporations	Gershon	3	
H 237	International Law In A Changing World	Parrish	3	
H 237	Intro To Morality & Punishment	Breithaupt	3	

Cross-listed

*Grant supp

College of Arts and Sciences -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2
				Ugrad
H 238	Changing Paradigms: The Globalization Of International Communication	Goddin	3	17
H 238	Global Intelligence	Bailey-Hughes/Kolovou/Morrone	3	
H 238	Many Worlds, One Globe	Ciccarelli	3	
H 238	Rhetorical Constructions Of America's Role In The World	Andrews	3	
H 238	Slavery And Unfreedom In World History	Machado	3	
H 238	War And Cinema	Ciccarelli	3	
H 240	Language As a Hidden Force	Franks	3	19
H 241	Earth Beautiful: Whence, Where, Why?	Basu	3	15
H 241	The Self-Organizing Planet	Ortoleva	3	9
H 300	Negotiation, Management, Conflict & Change	Hayford	3	
H 300	Problems In Heritage Preservation	Sievert	3	7
H 303	Accident And Catastrophe In German/European Literature And Film #	Turk	3	
H 303	Black Paris #	Julien	3	
H 303	Faces Of War And Freedom #	Sicinski	3	
H 303	Inventing Eastern Europe	Antic	3	15
H 303	Literature And Nationalism	Antic	3	19
H 303	Postcommunist Nostalgia #	Antic	3	
H 303	Thinking: The Modern World	Chaouli	3	14
H 304	Comparative Foreign Policy #	Spechler	3	10
H 304	Contemporary Anti-semitism	Jikeli	3	2
H 304	Politics Of The UN	Spechler	3	
H 304	Refugees, Migrants & Asylum Seekers From Ellis Island To Germany 2015 #	Zadoff	3	
H 304	Russian & Soviet Foreign Policy	Spechler	3	6
H 304	United States Foreign Policy	Spechler	3	

Cross-listed

*Grant supp

College of Arts and Sciences -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2017	
				Ugrad	Grad
Human Biology					
B 200	Global Climate Change: Linking Human And Planetary Health	Libby/Wasserman	3		
B 200	How Biology And Culture Influence Obesity And Hunger	Libby/Bashey-Visser	3		
B 300	Genetics And Genetic Engineering: Utopian And Dystopian Visions	Libby/Harrison	4		59
B 300/S 300	Human Gestation And Prenatal Care	Berndtson/Halloran	4		
B 400	Heredity, Evolution, And Society: Living In An Era Of Genes And Genomes	Raff	3		20
B 400	The Biology Of AIDS	Hardy	3		26
B 400	The Enemy Within: What Have We Learned From Our Battle Against Infectious Diseases?	Kaestle	3		
S 200	Global Climate Change: Linking Human And Planetary Health	Libby/Wasserman	3		
Latino Studies					
L 104	Latinas In The United States	Martinez	3		19
L 200	American Borderlands	Ramirez	3		36
L 303	The Latino Family	Martinez	3		
L 320	21st Century Latino/a Literature	Varon	3		10
L 320	Muy Macho, Latino Manhood	Varon	3		
L 396	Latino Gangs And Cartels: Crime, Culture, And Social Networks	Morales	3		25
L 396	Racial & Ethnic Politics USA #	Fraga	3		
L 398	Latino Folklore	Morales	3		10
L 400	Food, Music, And Movies In The Americas #	Inouye	3		
L 601	History Of Latino Education #	Danns	3		
L 601	Revolution & The Cold War In Latin Literature #	Cohn	3		
L 601	Sociology Of Higher Education #	Martinez	3		
L 601	The Politics Of Race, Ethnicity, Gender, And Identity	Fraga	3		
Medieval Studies					

Cross-listed

*Grant supp

College of Arts and Sciences -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2
				Ugrad
M 390	Medieval Literature	McGerr	3	9
Political Science				
Y 102	International Political Controversies	Espinoza	3	
Y 107	Introduction To Comparative Politics (World Politics)	Razo/MacLean/Smyth	3	95
Y 107	Political Systems And Domestic Politics Across The World	Smyth	3	
Y 107	Real Politics Around The World	Razo	3	
Y 109	Introduction To International Relations	Winecoff/Spechler	3	100
Y 200	Conflict And Cooperation In 21st-Century East Asia	Liff	3	10
Y 200	Indigenous And Ethnic Minority Rights: Policy Making For Survival	Miliate	3	26
Y 200	Leadership & Public Policy	Crautu	3	
Y 200	The Politics Of Corruption	Model	3	55
Y 200	World Politics In A Time Of Populist Nationalism	Winecoff	3	17
Y 200	World System Development	Thompson	3	15
Y 212	Making Democracy Work	Carugati	3	33
Y 243	Governance & Corruption Across World	MacLean	3	
Y 281	Modern Political Ideologies	Scheuerman	3	
Y 300	Law, Courts, And Constitutions In Authoritarian States	Grigorev	3	
Y 300	Political Institutions In Comparative Perspective	O'Brien	3	10
Y 300	Politics Of Economic Crisis And Reform	Winecoff	3	21
Y 300	United States-East Asian Relations	Liff	3	23
Y 301	Political Parties & Interest Groups	Hershey	3	83
Y 311	Democracy & National Security	Kastart	3	22
Y 313	Environmental Policy	Hershey	3	53
Y 315	Political Psychology And Socialization	Carmines	3	
Y 317	Voting/Elections/Public Opinion	Fisk	3	
Y 321	The Media And Politics	Cruz Nichols	3	
Y 329	Racial & Ethnic Politics in the USA #	Fraga	3	

Cross-listed

*Grant supp

College of Arts and Sciences -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2
				Ugrad
Y 335	West European Politics	Ruigh	3	53
Y 338	African Politics	MacLean	3	16
Y 339	Middle Eastern Politics	Sinno	3	50
Y 340	East European Politics	Bielasiak	3	
Y 343	Politics Of International Development	Schon	3	21
Y 344	Civil Wars	Loyle	3	28
Y 349	Immigration, Health Care And The Environment	Schmitz	3	
Y 350	Politics Of The European Union	Hellwig	3	22
Y 352	The Holocaust & Politics	Bielasiak	3	60
Y 353	Politics Of Gender And Sexuality In Comparative Perspective	Waqar/O'Brien	3	79
Y 356	South Asian Politics	Ganguly	3	
Y 360	United States Foreign Policy	Rasler	3	34
Y 361	Contemporary Theory of International Politics	Staff	3	
Y 362	"Ethnic Conflict: ISIS, Russia, Israel/Palestine And Beyond"	Magid	3	
Y 362	International Politics Selected Regions	Ganguly	3	13
Y 363	Comparative Foreign Policy	Spechler	3	16
Y 364	International Organization: Political And Security Aspects	Koren	3	
Y 368	Russian & Soviet Foreign Policy	Spechler	3	17
Y 375	War & International Conflict	Rasler	3	62
Y 376	International Political Economy	Winecoff	3	40
Y 379	Ethics And Public Policy	Failer	3	62
Y 381	Classical Political Thought	Craiutu	3	36
Y 382	Modern Political Thought	Craiutu	3	42
Y 399	Politics of the UN #	Spechler	3	18
Y 401	Politics Of Identity #	Bovingdon	3	
Y 405	Models And Theories Of Political Decision Making: Public Policy And Institutional Analysis	Razo	3	8
Y 490	Contentious Politics Of The Arab Spring	Rasler	3	8

Cross-listed

*Grant supp

College of Arts and Sciences -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2
				Ugrad
Y 490	Explaining Global Protests	Smyth	3	21
Y 490	Human Rights And Transitional Justice	Loyle	3	17
Y 490	Political Psychology	Braman	3	12
Y 557	Comparative Politics: Approaches And Issues	Bielasiak	3	
Y 569	International Relations: Approaches And Issues	Thompson	3	
Y 657	Comparative Political Behavior	Hellwig	3	
Y 657	Comparative Regime Transitions #	Bielasiak	3	
Y 657	Contemporary Autocracy	Smyth	3	
Y 657	Debates In Post-Communist Politics	Smyth	3	
Y 657	Muslim Immigration And Minorities In The West	Sinno	3	
Y 657	Political Economy Of Development	MacLean	3	
Y 657	Researching The Politics Of Muslim Countries	Sinno	3	
Y 657	Women In Politics	O'Brien	3	
Y 661	The Politics Of Race, Ethnicity, Gender, And Identity #	Fraga	3	
Y 669	International Political Economy	Winecoff	3	
Y 669	International Security	Ganguly	3	
Y 669	State Repression And Human Rights	Loyle	3	
Y 669	Theories Of Political Contention	Rasler	3	
Y 675	The Crises Of Democracy And The Future Of Politics	Isaac	3	
Y 681	Readings In Comparative Politics (On Demand)	Razzo/Campbell	1 - 4	
Y 685	Readings In Public Administration, Law And Policy (On Demand)	Razo	1-4	
Y 687	Readings In International Relations (On Demand)	Razzo/Campbell	1-4	
Religious Studies				
A 202	An Introduction To God	Jacques	3	
A 202	Magic And Witchcraft In The Ancient World	Mokhtarian	3	
A 300/R533	Seeing Islam Through Muslim Fiction	Jacques	3	
A316 / R152/521	Jews, Christians, Others	Schott	3	6

Cross-listed

*Grant supp

College of Arts and Sciences -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2	
				Ugrad	
A316/ R511	Jews, Christians, And Others In Late Antiquity #	Mokhtarian	3		
A 320	The Modern Jesus	Michelson	3		
A 351	Christianity And Modernity	Michelson	3		
A 380	Knowing The Will Of God, Islam I: Law	Jaques	3		
A470/R553	Contemporary Approaches To The Study Of Islam	Ibrahim	3		
A480/R553	Islamic Theology	Jacques	3		
B 330/551	Women & Gender In South Asian Religious Traditions #	Manring	3	6	
B310/R552	East Asian Buddhism	Blair	3		
C 325	Race, Religion, & Ethnicity In The Americas	Selka	3		
C 335	New Religious Movements	Selka	3		
C 350	Understanding Islamophobia	Ibrahim	3	38	
C 402	Religion, Illness, And Healing	Brown	3		
D 201	Shamans, Mediums, And Prophets	Selka	3	14	
D 301	The Modern Death Of God	Michelson	3	22	
D 350	Religion, Ethics, & Environment	Sideris	3	26	
D 370/521	Sexuality And Gender In Early Christianity #	Schott	3	19	
D410/R563	Irony In Religion And Literature #	Harriss	3	11	
D 430/571	Self-Cultivation & Spiritual Exercises #	Stalnaker	3	5	
D 485	Religion And Media	Ibrahim	3		
R 152	Jews, Christians, Muslims	Imhoff	3	141	
R 152	Religions Of Asia	Ing	3		
R 170	Religion, Ethics, & Public Life #	Sideris	3	201	
R 300	Religion, Spirituality, And Secularism	Selka	3		
R 300	The Origin Of ISIS	Jaques	3	20	
R 332	Dilemma Of The Modern Jesus	Michelson	3	11	
R 389	Vulnerability And Resilience	Ing	3		
R 531	The Right Belief: History Of Orthodox Christianity	Michelson	3		
R 661/761	Religion, Power, And Authority	Stalnaker	4		

Cross-listed

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College of Arts and Sciences -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2
				Ugrad
R 661/761	Religion & Social Criticism	Furey	4	
R 662/762	Matter Matters: A Reconsideration Of Idolatry And Anthropomorphism	Haberman	3	
R 662/762	Religion And/As Fantasy	Blair	3	
R 663/763	Critical Approaches To Religion, Textuality, And Cultural Imagination	Harriss	4	
R 664	Religion And History	Schott	4	
R 672/770	Darwin And Religion	Sideris	4	
R 744	Women And Religion	Manring	4	
R 750	Advanced Readings In Asian Religious Texts	Sullivan	1-4	
R 791	Advanced Critical And Ethical Study	Sullivan	1-4	
R 792	Advanced Cross-Cultural Study	Sullivan	1-4	
Sociology				
S 101	Fashion In Society	Lista	3	46
S 101	Food, Film, And Fashion: The Sociology Of Tastes	Miller	3	
S 101	Immigration	Okamoto	3	
S 101	Inequality, Workplace, & Economy	Chaouli	3	
S 101	Racism As A Social Problem	Jackson	3	27
S 101	Sex, Gender, And The Law	Taylor	3	46
S 101	Sociology Of Sport	Wright	3	
S 105	Understanding Homelessness	Meanwell	3	
S 205	Gender And Leadership	Taylor	3	
S 210	The Economy, Organizations, And Work	An	3	47
S 215	Social Change	Brooks	3	44
S 217	Social Inequality	Stapleton	3	82
S 230	Society & The Individual	Miller	3	81
S 309	The Community	Garcia	3	
S 311	Politics And Society	Brooks	3	32

Cross-listed

*Grant supp

College of Arts and Sciences -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2	
				Ugrad	
S 312	Education And Society	DiSabatino	3	35	
S 315	Work And Occupations	Martins Dias	3		
S 316	The Family	Turner/Berry	3	184	
S 326	Law And Society	Michelson	3		
S 335	Race And Ethnic Relations	Okamoto	3	124	
S 338	Gender Roles	Rudel	3	17	
S 339	The Sociology Of Media	Von Der Haar	3		
S 358	Social Issues In Health & Medicine	Bolton	3		
S 410	Intergroup Conflict	Benard	3		
S 410	Public Sociology	Rojas	3		
S 410	Race Ethnic & Intergroup Relations	Okamoto	3	20	
S 410/660	Sociology Of Education	Lee	3		
S 652	Ethnography	Calarco	3		
S 660	Culture And Organizations	Hallett	3		
S 660	Gender & Interaction	Taylor	3		
S 660	Political Sociology	Brooks	3		
S 660	Race And Mental Health	Jackson	3		
S 660	Social Networks	Pescolido	3		
S 660	The Social Origins Of Health Inequality	Perry	3		

Cross-listed

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*Grant supp

Professional Schools -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2017	
				Ugrad	Grad
Jacobs School of Music					
Music					
C 540	The History Of Christian Worship And Sacred Music	Carr	3		
M 413/513	Topics In Latin American Music (History And Performance Of Latin American Music)	Wallace	3		
M 510	Sacred Works 15th-21st Century	Ables	3		
M 510	Women And Music	Smith	3		
M 602	Music In Esoteric Studies	Ford	3		
M 603	Methods Of Musical Scholarship: Ethnography	Cohen	3		
M 690	Seminar In Latin American Music	Borg	3		
X 204	Women Musicians	Altizer	3		
Z 213	Latin American And Latino Popular Music And Culture	Leon	3		
Z 270	Music Of War And Peace	Glen	3	34	
Z 280	Music Of The Silk Road	Huseynova	3	28	
Z 281	East-West Encounters In Music	Huseynova	3	35	
Z 284	Music In Global Cinema	Bishop	3	30	
Z 320	History Of Punk Rock	Mahern	3		
Z 320	Popular Music Of Europe & Asia	Huseynova	3		
Z 385	History Of The Blues	Hollinden	3	25	
Kelley School of Business					
Business					
A 271	Global Financial Reporting	Pronobis	1.5	133	
A 272	Global Accounting	Campbell	3	24	
A 557	International Taxation	Crowell	1.5		
A 582	International Financial Reporting Standards	Campbell	1.5		
C 271	Global Business Analysis- Business Communication	Heidewald/Dayton	1.5		
C 272	Global Business Immersion- Business Communication	Staff	1.5		
D 270	Global Business Environments	Harrison/Garcia/Killinger	1.5	2146	

Cross-listed

*Grant supp

Professional Schools -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2
				Ugrad
D 271	Doing Business in Europe	Clark/Killinger	1.5	109
D 271	Dubai: People Side of Global Business	Watkins	1.5	92
D 271	Global Business Analysis- International Business Managment	Staff	1.5	839
D 271	Prioritizing/Enhancing Global Expansion	Kanning/Ash	1.5	237
D 272	Global Business Immersion-International Business Management	Grimes/McDougall	3	48
D 311	Global Management	Schlegel	3	161
D 312	Building Managerial Cross Cultural Competencies	Watkins	3	149
D 365	Cross Cultural Management	McDougall		
D 490	Independent Study in International Business (On Demand)	Baldwin	1-3	
D 503	International Business Environment	Schlegel	1.5	
D 590	Independent Study in International Business (On Demand)	Baldwin	1-6	
D 594	International Competitive Strategy	Wickramasekera	1.5	
D 620	Doctoral Seminar International Business	Li	3	
F 494	International Finance	Patterson	3	174
F 570	International Financial Markets	Shockley	1.5	
F 571	International Corporate Finance	Shockley	1.5	
G 271	Global Analysis: Business Economics & Public Policy	Marchionne	1.5	
G 272	Global Business Immersion: Business Economics & Public Policy	Ridlon	3	
G 345	Money, Banking & Capital Markets	Marchionne/Mafi-Kreft/Hauskrecht	3	135
G 494	Public Policy & the International Economy	Hauskrecht	3	37
G 593	International Monetary Systems and Hedging	Hauskrecht	1.5	
I 536	International Competitive Strategy	Garcia	3	
L 292	Business and Human Rights	Prekert	3	22
L 302	Sustainability Law & Policy	Eskew	3	
L 314	International Business Law	Raymond	3	32
L 355	Business and Global Poverty Alleviation	Eskew	3	

Cross-listed

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*Grant supp

Professional Schools -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2
				Ugrad
L 356	Intellectual Property Law & Strategy in a Global Environment #	Lemper	3	
M 306	Global Sales Workshop 1 #	Ragland III	1	44
M 401	International Marketing	Kitzmiller	3	72
M 406	Global Sales Workshop 2	Staff	1	19
M 594	Global Marketing Management	Lalwani	1.5	
P 256	Business in the Flat World	Soni/Barsi Lopes	3	
P 272	Global Business Immersion- Supply Chain Management	Barsi Lopes	3	
X 418/518	Life Sciences Global Events and Trends	Telthorst	1.5	10
X 540	International Practicum (On Demand)	Nichols	1	
X 574	Special Topics (GLOBASE)	Staff	3	
Maurer School of Law				
Law				
B 506	Climate Law & Policy	Cole	3	
B 549	International Intellectual Property	Leaffer	3	
B 568	Gender and the Law	Matthews	3	
B 575	Constitutional Design in Multiethnic Countries	Williams	3	
B 665	International Law	Waters	3	
B 666	International Securities Law	Hicks	3	
B 668	Constitutional Law II	Johnsen/Conkle/Williams	3	
B 735	International Business Transactions	Buxbaum	3	
B 755	European Union Law	Craig	2	
B 756	Race, American Society, & the Law	Lovelace Jr	3	
B 759	International Trade	Fidler	3	
B 782	Introduction to Environmental Law	Barnes	3	
L 636	Seminar in Transnational Law	Aman Jr	3	
L 684	Constitution Design-Multiethnic Countries	Williams	3	
L 710	Immigration Law	Fuentes-Rohwer/Lanham	3	
L 712	Seminar in International Law	Fidler	3	

Cross-listed

*Grant supp

Professional Schools -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2
				Ugrad
L 712	Seminar in International Law: World War I	Waters	3	
L 728	Seminar in Global Nation-States & Non-Government Actors	Aman Jr	3	
L 770	Seminar in Comparative Law: Constitutional Monarchy	Williams	3	
Media School (in the College of Arts and Sciences)				
Media				
C 206	Media Reporting In A Global World	Metzgar/Lee	3	44
C 212	Screening Race And Ethnicity	Etem	3	30
C 213	Intro To Media & Society	Weaver/Sun/Ceylan	3	
C 214	Race, Prejudice, And The Media	Vaughn/Weaver	3	186
C 216	Social Science Perspective on Gender & Media	Kraus	3	97
C 217	Image Cultures	Von Vogt	3	72
C 218	Sports, Media, And Society	Smith/Gard/McClinton	3	
C 219	Media In The Global Context	De Boer/Hassoun D	3	62
C 592	Black Visuality	Caddoo	3	
C 620	Cinema And Decolonization	Adesokan	3	
C 620	Language, Discourse, Signs, And Power: Critical Social Theory Of Culture & Communication	Simons	3	
C 792	Space, Place, & Media: Approaches In Media Geography	De Boer	3	
D 337	Digital Media And Society	Plotnick	3	
D 337	Social Media Social World	Gonzales	3	
F 204	Globalization And Film	Adesokan	3	
F 204	Migrants And Refugees In Film	Adesokan	3	10
F 204	Race And Speculative Fiction	Martin	3	
F 204	Signifying Race In Horror, Science Fiction, And Fantasy Genres	Adesokan	3	32
F 204	Topics In Media, Culture, & Society	Adesokan	3	32
F 311	History Of Media And Culture	Pierce/Powell	3	
F 375	Black Women Make Movies	Francis	3	12
F 375	Race, Gender, & Representation	Dupree	3	

Cross-listed

*Grant supp

Professional Schools -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2
				Ugrad
F 391	Global Radio	Moorman	3	
F 392	From Video Screen To Video Art: Local/Global Interfaces	De Boer	3	17
F 398	African Cinema And Politics	Adesokan	3	
F 398	European Film And Genre #	Bouchard	3	
F 398	Living Together: Contemporary European Cinemas Of Migration	Breger	3	14
F 398	The Cinema Of Dissent: A Never-Ending Challenge #	Vitti	3	
F 413	Film And Ethnography	Malitsky	3	
F 413	Global Media Infrastructures: From Undersea Cables To Local Itineraries	De Boer	3	10
F 413	Global Media Intrastructures	De Boer	3	
F 420	Global Gangsters	Waller	3	20
F 420	History Of Documentary	Bell	3	
F 445	Film, Fascism, And Psychoanalysis	Hawkins	3	19
H 451	Morality, Media, And The Mind	Weaver	3	
J 360	Best Of International Reporting	Coleman	3	
J 360	European Sports Media Management	Horky	3	
J 360	Social Media Movements	Kilgo	3	
J 360	Travel Writing	Borman	3	17
J 360	World Cup	Horky	3	
J 410	Media As Ethical & Social Institutions	Lane	3	
J 410	Media As Social Institutions	Martin	3	
J 448	Global Journalism: Issues And Research	Comfort	3	
J 460/660	Reporting The World From Home	Coleman	3	
J 514	International Communication	Metzgar	3	
J 614	Globalization, Media, & Social Change	Parameswaran	3	
M 411	Media Industries & Cultural Production	O Haver	3	
M 413	Global Media Issues	Affe/Mailland	3	56
S 451	Communicating Climate Change	Geiger	3	

Cross-listed

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*Grant supp

Professional Schools -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2
				Ugrad
S 451	Media And The Environment	Shanahan	3	
S 451	Media And Violence	Martins/Clay	3	
T 427	International Telecommunications	Sawhney	3	44
T 604	Morality, Media, And The Mind	Weaver	3	
V 334	Beauty And Its Global Beholders: Bodies, Economies, Cultures, And Politics	Parameswaran	3	14
<i>School of Art, Architecture, and Design (in the College of Arts and Sciences)</i>				
Apparel Merchandising and Interior Design				
F 301	Dress Studies: Topics In Cultural Analysis	Akou	3	
F 311	History Of Dress	Rowold	3	19
F 340	History Of Fashion	Rowold	3	76
F 352	Dress Studies: Aesthetics Analysis	Akou	3	24
H 504	Textiles/Apparel In Global Economics	Reiter	3	
M 404	International Textiles And Apparel Trade	Embry	3	
M 405	International Fashion Consumers And Retailers	Lennon	3	
M 412	Global Sourcing	Bomberger	3	
M 416	Sustainability In Product	Embry	3	
R 404	International Textiles & Apparel Trade	Embry/Copeland	3	127
R 405	International Fashion Consumers & Retailers	Zhao/Lennon	3	55
R 412	Global Sourcing	Bomberger/Zhao	3	44
R 416	Sustainability In Product	Embry	3	15
<i>School of Education</i>				
Education				
E 300	Elementary Education for Pluralistic Society	Howell Beck/Weiss/Browning	3	155
E 325	Social Studies in the Elementary Schools	McCormick/Engebretson/Riddle/Harris-Hasan	3	36
G 375	Multicultural Skills	Gonzalez	3	57
G 575	Multicultural Counseling	Vaughan/Hornibrook	3	

Cross-listed

*Grant supp

Professional Schools -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2	
				Ugrad	
H 350	Schooling Around the World	Levinson	3	10	
H 427	Education Through Travel (On Demand)	Levinson	3		
H 520	Education and Social Issues	Walton	3		
H 525	Anthropology of Education	Levinson	3		
H 540	Sociology of Education	Martinez	3		
H 551	Comparative Education 1	Sutton	3		
H 560	Education & Change in Societies	Levinson	3		
H637/C750	Comparative Higher Education	Kubow	3		
H 637	Globalization & Education Reform	Levinson	3		
H 637	History of Latino Education	Danns	3		
H 637	Sociology of Higher Education	Martinez	3		
J 655	Multicultural/Global Education	Kubow	3		
J 760	International Perspectives on Democratic Citizenship Education	Kubow	3		
J 760	Transnational Migration in Education	Levinson	3		
L 407/507	Issues in Language Learning	Thomson	3		
L 408/508	Young Adult Literature in Diverse Society	Power-Carter	3		
L 500	Instructional Issues in Language Learning	Hines/Bumbalough	3		
L 524	Language Education Issues in Bilingual and Multicultural Education	Dimitrieska	3		
L 543	Teaching English K-12 Global Context	Klein	3		
L 590	Independent Study/Research: Literature, Culture & Language Education	Damico/McClain	1-3		
L 599	Masters Thesis: Literature, Culture & Language Education	Damico/Adomat/Coronel-Molina	3		
L 600	Issues in Literature, Culture & Language Education	Medina/Hines	3		
L 605	Capstone in Literature, Culture & Language Education	Daley	3		
L 630/750	International Perspectives on Research in Second/Foreign Language Teacher Education and Professional Development	Pawan	3		

Cross-listed

*Grant supp

Professional Schools -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2	
				Ugrad	
L 630/750	Language, Policy, Planning and Revitalization from Multiple Perspectives	Coronel-Molina	3		
L 630/750	Research in the Preparation & Professional Development of Language Teachers	Pawan	3		
L 631	Multicultural and International Literature for Children and Young Adults	Adomat	3		
L 650/690	Internship in Literacy, Culture, and Language Education	Damico/Wohlwend/Adomat	3		
L 750	Critical Perspectives on Race, Identity, and Literature	Power-Carter	3		
L 750	Translingual & Translanguaging	Coronel-Molina	3		
L 799	Doctoral Thesis in Literacy, Culture, and Language Education	Damico	1-12		
M 200	Artifacts, Museums & Everyday Life	Abowd Damico/Graves	3	46	
M 300	Teaching in Pluralistic Society	Browning/Wilson	3	137	
M 432	Teaching Foreign Language 5-12	Nyikos	3	5	
M445/L520	Methods of Teaching Foreign Languages #	Nyikos	3	6	
M 590	Independent Study or Research in Social Studies Education (On Demand)	Barton	1-3		
M 680	Internship in Social Studies Education (On Demand)	Barton	1-6		
P 681	Psychology of Cultural Diversity	Skiba	3		
T 450	Culture/Community Forces & the Schools	Stachowski	3		
T 550	Cultural & Community Forces & the Schools: Overseas	Stachowski	3		
T 550	Cultural & Community Forces & the Schools: Urban/Rural/Overseas	Stachowski	3		
T 590	Independent Study or Research in Urban Multicultural Education (On Demand)	Stachowski	1-3		
U 330	Culture & Diversity in Higher Education	Sanchez	3		
U 546	Diverse Students on College Campus	LePeau	3		
School of Informatics, Computing, and Engineering					
Informatics					

Cross-listed

*Grant supp

Professional Schools -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2
				Ugrad
I 202	Social Informatics	Terrell/Ensmenger/Fish/ Paolillo	3	283
I 222	The Information Society	Ensmenger	3	
I 590	Advanced Topics in Virtual Heritage	Frischer	3	
I 590	Introduction to Virtual Heritage	Frischer	3	
I 590	SNP Discovery & Population Genetics	Hahn	3	
School of Nursing				
Nursing				
B 234	Promoting Healthy Populations	Garletts/Ball	3-4	40
B 444	Nursing intensive: Managing Health and Illness Across Care Environments	Decker	4	
K 434	Global Health Issues in Nursing	Gilhooly/Davis-Ajami	3	4
School of Public and Environmental Affairs				
Arts Administration				
A 163	Arts World: Management, Markets & Policy #	Lewis/Carley/Snodgrass	3	93
A 459	Public Policy and the Arts #	Wilkerson	3	26
A431/V550	Cultural Planning & Urban Development #	Woronkiewicz	3	13
Y 551	Cultural Planning & Urban Development #	Woronkiewicz/Rushton	3	
Y 559	Public Policy and the Arts #	Wilkerson	3	
Y 562	Legal Issues in the Arts	Staff	3	
Public and Environmental Affairs				
D 548	U.S. Foreign Policy & 3rd World Regulations	Afoaku	3	
D577/V450	International Economic Strategies and Trade Policy	Ryan Jr/Tran	3	
D 578	Introduction Comparative & International Affairs	Reuveny	3	
D 669	Economic Development, Globalization, and Entrepreneurship	Desai S	3	
E 100	Disaster, Humans & Environment	Wadzinski	3	15
E 162	Environment and People	Staff	3	730
E400/V450	Disaster, Humans & Environment	Wadzinski	3	

Cross-listed

*Grant supp

Professional Schools -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2	
				Ugrad	
E 400	Environmental Decision Making	Saulters	3	36	
E 400	Sustainability Solutions	Doran	3		
E 400	The Environment, the Economy, and Ethics	Schneller/Glaser	3	36	
E 400/455	Climate Change, Health, and the Future	Devereaux	3	45	
E 476	Environmental Law & Regulation	Cox	3	101	
E 535/710	International Environmental Policy	Liu	3		
E 582	Overseas Topics in Environmental Science # (On Demand)	Meretsky	0-15		
E 680	Seminar in Environmental Science & Policy	Hites	1		
H 316	Environmental Health Science	McKeen	3	81	
H 374	Health Management Ethics	Norrell	3	60	
H455/V450	International Healthcare	Staff	3		
H 455	Natural and Manmade Disasters and Health Care Preparedness	Vandeventer	3	19	
H 527	International Healthcare Systems	Lenz	3		
H549/P710	Health Policy	Simon	3		
N 523	Civil Society & Public Policy	Baggetta	3		
N534/V434	NGO Management For International Development #	Brass/Schnable/Thomson	3		
P 710	Microeconomics For Public Policy	Heim	3		
R 533	Public Natural Resources Law #	Fischman	3		
R 590	Energy Policy From A Nation-State Perspective	Rupp	3		
R 591	Climate Change Impacts On Natural Resources	Meretsky	3		
S 160	Honors-National and International Policy	Karaagac	3	13	
S 161	Honors-Urban Problems & Solutions	Nierzwicki Jr/Baggetta	3	14	
S 163	Honors-Art Worlds: Management Markets, and Politics #	Lewis	3	93	
S 272	Honors-Introduction to Environmental Science	Powers	3	6	
S 316	Honors-Environmental Health Science	McKeen	3	4	
S 332	Honors-Introduction to Applied Ecology	Glaholt	3	1	
S 363	Honors-Environmental Management	Lame	3	6	

Cross-listed

*Grant supp

Professional Schools -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2
				Ugrad
V 160	National & International Policy	Karaagac/Brass/Siena/Preston/Afoaku	3	1248
V 272	Terrorism and Public Policy	Siena	3	24
V 443	Managing Work Force Diversity	Rayzor/Hughes	3	110
V 450	Traditions of Inquiry: International Relations, Theory, and Policy Choices	Karaagac	3	
V 450/550	Topics in Public Affairs: International Organizations and Global Governance in the 21St Century	Afoaku	3	
V 482/582	Overseas Topics- Public Affairs (On Demand)	Meretsky	1-15	
V 579	Master's International (On Demand)	Macy	0-6	
School of Public Health				
Public Health				
B 310	Health Care in Diverse Communities	Forrest/Guerra-Reyes/McCloskey	3	166
B 335	Aging, Health & Diverse Populations	Cooper	3	37
B 354	Multidisciplinary Perspectives in Gerontology	Cooper	3	80
B 366	Community Health	BlueEye/Githiri	3	126
B 529	Health Disparities in Communties	McCloskey	3	
B 535	Contemporary Issues in Aging & Health	Cooper	3	
B 589	Social & Behavioral Determinants of Health	Middlestadt	3	
F 355	Leading Family Process Discussion Groups	Hansen/Wyatt	3	5
F 417/510	African American & Latino Families	Murray	3	85
H 172	International Health & Social Issues	Kay	3	121
H 220	Death & Dying	Kay	3	131
H 319	Global Health Promotion	Kay	3	62
H 520	Death Education	Kay	3	
H 524	Gerontology: Multidisciplinary Perspectives	Cooper	3	
H 530	International Health	Kay	3	

Cross-listed

*Grant supp

Professional Schools -- International and Global Course List

Dept	Title	Instructor	Credits	2016-2
				Ugrad
M 425	Sport Governance in Global Community	Coble	3	15
M 522	The Role of Sport in Society	Sailes	3	
O 412	Ecotourism: Admin and Management	Chang	3	32
O 512	Ecotourism: Management & Systems	Chang	3	
T 211	International Tourism	Chen	3	154
V 422/522	Issues in Global Environmental Health	Armijos/Khan	3	4
V 533	Human Health Assessment Methods in Global Settings	Armijos	3	
School of Social Work				
Labor Studies				
L 203	Labor & the Political System	Mello	3	5
L 205	Contemporary Labor Problems	Takahashi/Mello	3	26
L 231	Globalization and Labor	Walker	3	2
L 290/390	Latinos, Labor, & Migration: US #	Casey	3	10
L 290	Protecting Worker Rights in Global Supply Chains	Walker	3	
L 290	Women in the Workplace	Sovereign	3	12
L 331	Global Problems: Local Solutions	Varga	3	15
L 370	Labor and Religion	Mishler	3	2
L 385	Class, Race, Gender & Work	Takahashi/Siddiqui/Duggan	3	15
L 390	Class, Power, & Labor Politics	Conwell	3	
L 390	Women and Development	Duggan	3	2
L 490	Class and Labor in Politics	Conwell	3	
Social Work				
S 102	Diversity in a Pluralistic Society	Staff	1-4	184
S 516/600	Seminar in Social Work: Organizations, Community, and Society	Kinnaird/Stone	3	
S 519/600	Seminar in Social Work: Global theory and Practice	Karikari	3	
S 600	Diversity, Human Rights, and Social Justice	Littrell/Stone	3	

Cross-listed

*Grant supp

World Languages Course List

Dept	Title	Instructor(s)	Credits	Semesters Offered	2020 Ugr
African Studies					
B 101/501	Elementary Bamana I	Sow	4/3	F	27
B 102/502	Elementary Bamana II	Sow	4/3	Sp	30
B 201/601	Intermediate Bamana I	Sow	3	F	8
B 303/602	Intermediate Bamana II	Sow	3	Sp	10
B 301/701	Advanced Bamana I	Sow	3	F	1
B 302/702	Advanced Bamana II	Sow	3	Sp	2
K 101/501	Elementary Akan I	Adu-Amankwah	4/3	F	4
K 102/502	Elementary Akan II	Adu-Amankwah	4/3	Sp	3
K 201/601	Intermediate Akan I	Adu-Amankwah	3	F	1
K 202/602	Intermediate Akan II	Adu-Amankwah	3	Sp	1
K 301/701	Advanced Akan I	Adu-Amankwah	3	F	
K 302/702	Advanced Akan II	Adu-Amankwah	3	Sp	
S 101/501	Elementary Swahili I	Kavaya/Nyamahanga	4/3	F	42
S 102/502	Elementary Swahili II	Kavaya/Nyamahanga	4/3	Sp	33
S 201/601	Intermediate Swahili I	Omar/Mwingara	3	F	22
S 202/602	Intermediate Swahili II	Omar/Mwingara	3	Sp	22
S 301/701	Advanced Swahili I	Omar/Mwingara	3	F	8
S 302/702	Advanced Swahili II	Omar/Mwingara	3	Sp	7
W 101/501	Elementary Wolof I	Diouf/Lo	4/3	F	
W 102/502	Elementary Wolof II	Diouf/Lo	4/3	Sp	
W 201/601	Intermediate Wolof I	Diouf/Lo	3	F	1
W 202/602	Intermediate Wolof II	Diouf/Lo	3	Sp	1
W 301/701	Advanced Wolof I	Diouf/Lo	3	F	
W 302/702	Advanced Wolof II	Diouf/Lo	3	Sp	
Y 101/501	Elementary Yoruba I	Alabi	4/3	F	7
Y 102/502	Elementary Yoruba II	Alabi	4/3	Sp	9
Y 201/601	Intermediate Yoruba I	Ehineni	3	F	5

Cross-listed

*Grant s

World Languages Course List

Dept	Title	Instructor(s)	Credits	Semesters Offered	2020 Ugr
Y 202/602	Intermediate Yoruba II	Ehineni	3	Sp	6
Y 301/701	Advanced Yoruba I	Ehineni	3	F	2
Y 302/702	Advanced Yoruba II	Ehineni	3	Sp	1
Z 101/501	Elementary Zulu I	Dlamini	4/3	F	13
Z 102/502	Elementary Zulu II	Dlamini	4/3	Sp	14
Z 201/601	Intermediate Zulu I	Dlamini	3	F	2
Z 202/602	Intermediate Zulu II	Dlamini	3	Sp	2
Z 301/701	Advanced Zulu I	Lesetla	3	F	
Z 302/702	Advanced Zulu II	Lesetla	3	Sp	
L 506	Tutorial Instruction in Foreign Languages	Omar	1 - 6	On Demand	
Central Eurasian Studies					
R 385/585	Structure of Turkish #	Ozcelik	3	F	3
T 101/501	Introductory Finnish I	Rasanen	4/3	F	6
T 102/502	Introductory Finnish II	Rasanen	4/3	Sp	6
T 103/503	Introductory Estonian I	Kivik/Roos	4/3	F, Su	1
T 104/504	Introductory Estonian II	Kivik/Roos	4/3	Sp, Su	1
T 111/511	Introductory Uzbek I	Hodjaev	4/3	F	1
T 112/512	Introductory Uzbek II	Hodjaev	4/3	Sp	
T 113/513	Introductory Kazakh I	Sultanova	4/3	F	
T 114/514	Introductory Kazakh II	Sultanova	4/3	Sp	
T 131/531	Introductory Uyghur I	Nazarova	4/3	F	
T 132/532	Introductory Uyghur II	Nazarova	4/3	Sp	
T 141/541	Introductory Hungarian I	Varga	4/3	F	
T 142/542	Introductory Hungarian II	Varga	4/3	Sp	1
T 151/551	Introductory Persian I	Daneshgar/Nematollahi	4/3	F, Su	10
T 152/552	Introductory Persian II	Daneshgar/Nematollahi	4/3	Sp, Su	1
T 153/553	Introductory Pashto I	Arman	4/3	F, Su	n/
T 154/554	Introductory Pashto II	Arman	4/3	Sp, Su	n/

Cross-listed

*Grant s

F=Fall Sp=Spring Su=Summer

World Languages Course List

Dept	Title	Instructor(s)	Credits	Semesters Offered	2019-2020 Ugr
T 161/561	Introductory Mongolian I	Legden	4/3	F, Su	1
T 162/562	Introductory Mongolian II	Legden	4/3	Sp, Su	1
T 171/571	Introductory Tibetan I	Rabsal	4/3	F	3
T 172/572	Introductory Tibetan II	Rabsal	4/3	Sp	1
T 181/581	Introductory Turkish I	Crum/Shardakova	4/3	F, Su	1
T 182/582	Introductory Turkish II	Crum/Shardakova	4/3	Sp, Su	12
T 183/583	Introductory Azerbaijani I	Yunusova	4/3	Su	
T 184/584	Introductory Azerbaijani II	Yunusova	4/3	Su	
T 198/598	Introductory Central Eurasian Lang: Kurdish I	Khezri	4/3	F, Su	2
T 199/599	Introductory Central Eurasian Lang: Kurdish II	Khezri	4/3	Sp, Su	2
T 198/598	Introductory Central Eurasian Lang: Kyrgyz I	Abakirova/Dokturbekov	4/3	F	
T 199/599	Introductory Central Eurasian Lang: Kyrgyz II	Abakirova/Dokturbekov	4/3	Sp	
T 198/598	Introductory Central Eurasian Lang: Latvian I	Staff	4/3	Su	n/
T 199/599	Introductory Central Eurasian Lang: Latvian II	Staff	4/3	Su	n/
T 198/598	Introductory Central Eurasian Lang: Lithuanian I	Cidzikaite	4/3	Su	2
T 199/599	Introductory Central Eurasian Lang: Lithuanian II	Cidzikaite	4/3	Su	1
T 198/598	Introductory Central Eurasian Lang: Tibetan	Beckwith	4/3	On Demand	
T 198/598	Introductory Central Eurasian Lang: Turkish I	Crum	4/3	F	4
T 199/599	Introductory Central Eurasian Lang: Turkish II	Crum	4/3	Sp	4
T 201/601	Intermediate Finnish I	Rasanen	4/3	F	4
T 202/602	Intermediate Finnish II	Rasanen	4/3	Sp	2
T 203/603	Intermediate Estonian I	Kivik	4/3	F	1
T 204/604	Intermediate Estonian II	Kivik	4/3	Sp	1
T 211/611	Intermediate Uzbek I	Hodjaev	4/3	F	
T 212/612	Intermediate Uzbek II	Hodjaev	4/3	Sp	
T 213/613	Intermediate Kazakh I	Sultanova	4/3	F	
T 214/614	Intermediate Kazakh II	Sultanova	4/3	Sp	
T 231/631	Intermediate Uyghur I	Nazarova	4/3	F	1

Cross-listed

*Grant s

World Languages Course List

Dept	Title	Instructor(s)	Credits	Semesters Offered	2019-2020 Ugr
T 232/632	Intermediate Uyghur II	Nazarova	4/3	Sp	1
T 241/641	Intermediate Hungarian I	Varga	4/3	F	4
T 242/642	Intermediate Hungarian II	Varga	4/3	Sp	3
T 251/651	Intermediate Persian I	Daneshgar	4/3	F	6
T 252/652	Intermediate Persian II	Daneshgar	4/3	Sp	4
T 253/653	Intermediate Pashto I	Arman	4/3	F	3
T 254/654	Intermediate Pashto II	Arman	4/3	Sp	1
T 261/661	Intermediate Mongolian I	Legden	4/3	F	1
T 262/662	Intermediate Mongolian II	Legden	4/3	Sp	1
T 271/671	Intermediate Tibetan I	Rabsal	4/3	F	2
T 272/672	Intermediate Tibetan II	Rabsal	4/3	Sp	2
T 281/681	Intermediate Turkish I	Elbasan-Bozdogan	4/3	F, Su	14
T 282/682	Intermediate Turkish II	Elbasan-Bozdogan	4/3	Sp, Su	13
T 298/698	Intermediate Central Eurasian Lang: Kyrgyz I	Staff	4/3	F	
T 299/699	Intermediate Central Eurasian Lang: Kyrgyz II	Staff	4/3	Sp	
T 298/698	Intermediate Central Eurasian Lang: Kurdish I	Khezri	4/3	F	
T 299/699	Intermediate Central Eurasian Lang: Kurdish II	Khezri	4/3	Sp	
T 301/701	Advanced Finnish I	Rasanen	4/3	F	2
T 302/702	Advanced Finnish II	Rasanen	4/3	Sp	2
T 303/703	Advanced Estonian I	Kivik	4/3	F	1
T 304/704	Advanced Estonian II	Kivik	4/3	Sp	
T 311/711	Advanced Uzbek I	Hodjaev	4/3	F	
T 312/712	Advanced Uzbek II	Hodjaev	4/3	Sp	
T 313/713	Advanced Kazakh I	Staff	4/3	F	
T 314/714	Advanced Kazakh II	Staff	4/3	Sp	
T 331/731	Advanced Uyghur I	Nazarova	4/3	F	
T 332/732	Advanced Uyghur II	Nazarova	4/3	Sp	
T 341/741	Advanced Hungarian I	Varga	4/3	F	2

Cross-listed

*Grant s

F=Fall Sp=Spring Su=Summer

World Languages Course List

Dept	Title	Instructor(s)	Credits	Semesters Offered	2020-2021 Undergraduate
T 342/742	Advanced Hungarian II	Varga	4/3	Sp	2
T 351/751	Advanced Persian I	Losensky	4/3	F	2
T 352/752	Advanced Persian II	Losensky	4/3	Sp	2
T 353/753	Advanced Pashto I	Arman	4/3	F	n/
T 354/754	Advanced Pashto II	Arman	4/3	Sp	n/
T 361/761	Advanced Mongolian I	Legden	4/3	F	
T 362/762	Advanced Mongolian II	Legden	4/3	Sp	
T 371/771	Advanced Tibetan I	Rabsal	4/3	F	
T 372/772	Advanced Tibetan II	Rabsal	4/3	Sp	
T 381/781	Advanced Turkish I	Elbasan-Bozdogan/Durmaz	4/3	F	7
T 382/782	Advanced Turkish II	Elbasan-Bozdogan/Durmaz	4/3	Sp	6
T 398/798	Turkish Flagship	Staff	1-4	F, Sp	
T 398/798	Advanced Central Eurasian Lang: Hungarian I	Varga	4/3	F	2
T 399/799	Advanced Central Eurasian Lang: Hungarian II	Varga	4/3	Sp	2
T 398/798	Advanced Central Eurasian Lang: Kyrgyz I	Staff	4/3	F	
T 399/799	Advanced Central Eurasian Lang: Kyrgyz II	Staff	4/3	Sp	
T 398/798	Advanced Central Eurasian Lang: Kurdish I	Khezri	4/3	F	
T 399/799	Advanced Central Eurasian Lang: Kurdish II	Khezri	4/3	Sp	
T 398/798	Advanced Central Eurasian Lang: Mongolian I	Legden	4/3	F	
T 399/799	Advanced Central Eurasian Lang: Mongolian II	Legden	4/3	Sp	
T 398/798	Advanced Central Eurasian Lang: Tibetan	Beckwith	4/3	On Demand	2
T 399/799	Advanced Central Eurasian Lang: Turkish	Erol	4/3	On Demand	1
T 398/798	Mongolian for Heritage Speakers I	Legden	4/3	F	n/
T 399/799	Mongolian for Heritage Speakers II	Legden	4/3	Sp	n/
T 398/798	Uyghur for Heritage Speakers I	Nazarova	4/3	F	
T 399/799	Uyghur for Heritage Speakers II	Nazarova	4/3	Sp	
T 485/785	Media Turkish	Silay	3	Sp	4
T 493 & 494	Post Advanced Language Study- Estonian	Kivik	1-4	On Demand	

Cross-listed

*Grant s

F=Fall Sp=Spring Su=Summer

World Languages Course List

Dept	Title	Instructor(s)	Credits	Semesters Offered	2020 Ugr
T 493/798	Fourth Year Turkish I	Crum	1-4	F	n/
T 494/799	Fourth Year Turkish II	Crum	1-4	Sp	n/
East Asian Languages & Cultures					
C 101	Elementary Chinese I	Liles/Yin/Cai	4-2	F, Su	15
C 102	Elementary Chinese II	Liles/Yin/Cai	4-2	Sp, Su	10
C 201	Second Year Chinese I	Su/Liles/Weng	4-2	F, Su	90
C 202	Second Year Chinese II	Su/Liles/Weng	4-2	Sp, Su	79
C 301/533	Third Year Chinese I	Su/Bao	3-4	F, Su	54
C 302/534	Third Year Chinese II	Su/Bao	3-4	Sp, Su	5
C 306/506	Literary Chinese	Luo	3	F	8
C 401/543	Fourth Year Chinese I	Liles	3	F	13
C 402/544	Fourth Year Chinese II	Liles	3	Sp	4
C 408/508	Chinese Language Practice: Humanities	Liles	1	F	7
C 409/509	Chinese Language Practice: Social Sciences	Liles	1	Sp	4
C 421/520	Introduction to Chinese Linguistics	Lin	3	F	12
C 457/557	Chinese in Humanities	Chen	3	F, Sp	7
C 467/567	Chinese in Social Science	Bao	3	F, Sp	7
C 525	Teaching Chinese as a Foreign/Second Language	Su	3	F	
C 527	Practicum in Chinese Language Pedagogy	Lin	2-3	On Demand	
C 535	Chinese Curriculum and Material Design	Su	3	F, Sp	
J 101	Elementary Japanese I	Matsubara/Takahashi	4-2	F, Su	17
J 102	Elementary Japanese II	Matsubara/Takahashi	4-2	Sp, Su	11
J 110	Japanese for Advanced Beginners	Akiyama	3	F	n/
J 201	Second Year Japanese I	Akiyama	4-2	F	75
J 202	Second Year Japanese II	Akiyama	4-2	Sp	87
J 301/533	Third Year Japanese I	Akiyama	4/3	F	38
J 302/534	Third Year Japanese II	Akiyama	4/3	Sp	35
J 311	Japanese Language Practice: Humanities	Matsubara	1	F	

Cross-listed

*Grant s

World Languages Course List

Dept	Title	Instructor(s)	Credits	Semesters Offered	2019-2020 Ugr
J 313	Business Japanese	Staff	3	Sp	
J 401/543	Fourth Year Japanese I	Tsujimura	3	F	13
J 402/544	Fourth Year Japanese II	Tsujimura	3	Sp	6
J 493/593	Practicum in Literary Translation of Modern Japanese	Sarra	3	F	
J 527	Practicum in Japanese Language Pedagogy	Tanaka	2-3	On Demand	
K 101	Elementary Korean I	Kim	2-4	F	9
K 102	Elementary Korean II	Kim	2-4	Sp	60
K 201	Second Year Korean I	Lee	2-4	F	23
K 202	Second Year Korean II	Lee	2-4	Sp	30
K 301	Third Year Korean I	Kim	4	F	13
K 302	Third Year Korean II	Kim	4	Sp	12
K 401/501	Fourth Year Korean I	Lee	3	F	2
K 402/502	Fourth Year Korean II	Lee	3	Sp	2
European Studies					
E 100	Beginning Modern Greek I	Hess	4	F	13
E 150	Beginning Modern Greek II	Hess	4	Sp	14
E 200	Intermediate Modern Greek	Hess	3	F	14
E 250	Intermediate Modern Greek: Intro to Modern Culture	Hess	3	Sp	14
E 300	Advanced Modern Greek: Cultural Literacy & Current Events	Hess	3	F	5
E 491	Elementary Modern Greek for Graduate Students	Hess	3	F	
E 492	Readings in Modern Greek for Graduate Students	Hess	3	Sp	
E 582	Independent Study in Modern Greek	Hess	1-3	On Demand	
French & Italian					
F 100	Elementary French I	Staff	4	F	28
F 150	Elementary French II	Staff	4	Sp	31

Cross-listed

*Grant s

F=Fall Sp=Spring Su=Summer

World Languages Course List

Dept	Title	Instructor(s)	Credits	Semesters Offered	2019-2020 Ugr
F 102	Beginning French Conversation I	Steiner	1	F	
F 152	Beginning French Conversation II	Vance/Sax	1	F, Sp	10
F 115	Accelerated Elementary French	Staff	4	F, Sp	27
F 200	Second Year French: Language & Culture I	Staff	3	F, Sp, Su	28
F 250	Second Year French: Language & Culture II	Staff	3	F, Sp, Su	30
F 202	Intermediate French Conversation I	Vance	1	F, Sp	9
F 252	Intermediate French Conversation II	Vance	1	F, Sp	10
F 300	French and Francophone Studies	Staff	3	F, Sp	15
F 305	Stage and Page	Okamoto/Macphail	3	F	14
F 306	Fiction and Poetry	Macphail	3	Sp	10
F 313	Advanced Grammar	Staff	3	F, Sp	74
F 314	Creative and Critical Writing in French	Ansart/Gray	3	F, Sp	12
F 315	The Sounds and Rhythms of French	Sax	3	F, Sp	23
F 316	Conversational Practice	Staff	3	F, Sp	43
F 317	French in the Business World	Ansart/Bowels	3	Sp	14
F 375	Themes et Perspectives Littéraires	Staff	3	F, Sp	34
F 491	Elementary French for Graduate Students	Uzzell	4	F, Su	
F 492	Readings in French for Graduate Students	Staff	4	Sp	
F 572	Practicum in College French Teaching	Sax/Bastin	1	F	
F 576	Introduction to French Phonology	Vance	3	F	
F 577	Introduction to French Syntax	Dekydspotter	3	F	
F 579	Introduction to French Morphology	Auger	3	Sp	
F 580	Applied French Linguistics	Rottet	3	F	
F 672	French Dialectology	Auger	3	F	
M 100	Elementary Italian I	Staff	4	F, Sp, Su	21
M 150	Elementary Italian II	Staff	4	F, Sp, Su	14
M 110	Italian Language through Opera	Vitti	4	F	9
M 115	Accelerated Elementary Italian	Serafin/Bonaiti	4	F, Sp	22

Cross-listed

*Grant s

F=Fall Sp=Spring Su=Summer

World Languages Course List

Dept	Title	Instructor(s)	Credits	Semesters Offered	2019-2020 Ugr
M 200	Intermediate Italian I	Staff	3	F	11
M 250	Intermediate Italian II	Staff	3	Sp	90
M 215	Accelerated Second Year Italian	Mioni/Serafin	4	F, Sp	3
M 300	Italian Conversation & Diction	Staff	3	F	1
M 301	Italian Reading And Expression	Staff	4	Sp	14
M 307	Masterpieces Of Italian Literature I	Gemmani	3	F	
M 308	Masterpieces Of Italian Literature II	Ryan	3	Sp	9
M 390	Studies In Italian Film	Vitti	3	F	
M 450	Seminar In Italian Literature	Storey/Serafin	3	Sp	
M 455	Seminar In Italian Cinema	Vitti	3	F, Sp	
M 572	Italian Teaching Practicum	Serafin	1	F	
M 573	Methods-Italian Language Teaching	Ryan	3	F	
M 825	Seminar In Italian Literature & Culture	Arnaudo	3	Sp	
Germanic Languages					
G 100	Beginning German I	Staff	4	F	21
G 150	Beginning German II	Staff	4	Sp	15
G 105	Accelerated First-Year German	Morais/Flego	5	F	22
G 200	Intermediate German I	Staff	3	F	16
G 250	Intermediate German II	Staff	3	Sp	16
G 300	Fifth-Semester College German	Byler	3	F	52
G 330	Sixth-Semester College German	Bolter/Krayekar	3	Sp	43
G 332	Introduction To German Literature And Media	Weiner	3	F	13
G 334	Introduction To German Thought And Culture	Robinson	3	F	10
G 375	Conversational German	Langjahr	3	Sp	15
G 400	Advanced College German	Kruger/Wuensch	3	F	33
G 404	Modern German Literature	Turk	3	Sp	12
G 415	Perspectives On German Literature	Weiner	3	Sp	
G 448	Introduction To German Phonetics & Phonology	Hall	3	F	19

Cross-listed

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F=Fall Sp=Spring Su=Summer

World Languages Course List

Dept	Title	Instructor(s)	Credits	Semesters Offered	2019-2020 Ugr
G 458	Intro To German Morphology	Hall	3	F	
G 464	German Culture And Society	Robinson	3	F, Sp	
G 491	Elementary German For Graduate Students	Bolter/Flego	3-4	F, Sp, Su	
G 496	Advanced German Language Abroad	Robinson	1-6	On Demand	
G 500	College German Teaching	Even	3	F	
G 548	German Phonetics & Phonology	Hall	3	F	
G 558	Principles Of German Morphology	Hall	3	Sp	
G 605	Special Topics Teaching German	Even/Gade	3	On Demand	
G 825	Seminar In German Literature	Robinson/Breithaupt	3-4	F, Sp	
G 835	Seminar In Germanic Linguistics	Hall/Fleischer	4	F, Sp	
K 100/501	Beginning Norwegian I	May	4/3	F	9
K 150/502	Beginning Norwegian II	May	4/3	Sp	8
K 200/503	Intermediate Norwegian I	May	3	F	18
K 250/504	Intermediate Norwegian II	Gade	3	Sp	15
N 100/401	Intensive Dutch I	Haitjema/Ham	4/3	F	1
N 150/402	Intensive Dutch II	Haitjema/Ham	4/3	Sp	14
N 200/403	Dutch Reading, Comprehension & Conversation I	Ham	3	F	10
N 250/404	Dutch Reading, Comprehension & Conversation II	Ham	3	Sp	9
N 300/505	Advanced Dutch I	Ham	3	F	1
N 330/506	Advanced Dutch II	Ham	3	Sp	2
N 400	Topics In Dutch Culture & Literature	Ham	3	F, Sp	
Y 100/501	Beginning Yiddish I	Posner/Kerler	4/3	F	1
Y 150/502	Beginning Yiddish II	Posner/Kerler	4/3	Sp	
Y 200/503	Intermediate Yiddish I	Kerler	3	F	
Y 250/504	Intermediate Yiddish II	Kerler	3	Sp	
India Studies					
B 100	Introductory Bengali I	Roy	5	F	1
B 150	Introductory Bengali II	Roy	5	Sp	1

Cross-listed

*Grant s

World Languages Course List

Dept	Title	Instructor(s)	Credits	Semesters Offered	2020 Ugr
B 200	Intermediate Bengali I	Roy	5	F	
B 250	Intermediate Bengali II	Roy	5	Sp	
B 325	Bengali Conversation	Staff	2	Sp	
B 510	Advanced Bengali I	Roy	3	F, Sp	
H 100/506	Beginning Hindi I	Singh	5/4	F	6
H 150/507	Beginning Hindi II	Singh	5/4	Sp	8
H 110	Hindi Script	Tsepak	1	F	
H 200/508	Second-Year Hindi I	Singh	4/3	F	4
H 250/509	Second-Year Hindi II	Singh	4/3	Sp	2
H 300/510	Advanced Hindi I	Singh	3	F	4
H 350/511	Advanced Hindi II	Singh	3	Sp	1
L 500	Elementary Indian Languages: Bengali I	Roy	3	F	
L 550	Elementary Indian Languages: Bengali II	Roy	3	Sp	
L 560	Intermediate Indian Languages: Bengali I	Roy	3	F	
L 570	Intermediate Indian Languages: Bengali II	Roy	3	Sp	
S 100/-I 501	Elementary Sanskrit I	Manring	5/4	F	
S 150/-I 502	Elementary Sanskrit II	Manring	5/4	Sp	
S 200/-I 561	Intermediate Sanskrit I	Manring	4/3	F	
S 250/-I 562	Intermediate Sanskrit II	Manring	4/3	Sp	
U 100/506	Beginning Urdu I	Singh	5/4	F	2
U 150/507	Beginning Urdu II	Singh	5/4	Sp	2
U 200/508	Second-Year Urdu I	Singh	4/3	F	
U 250/509	Second-Year Urdu II	Singh	4/3	Sp	
U 300/510	Advanced Urdu I	Singh	3	F	
U 350/511	Advanced Urdu II	Singh	3	Sp	
Jewish Studies					
H 100	Elementary Modern Hebrew I #	Maoz-Levy	4/3	F	50
H 150	Elementary Modern Hebrew II #	Maoz-Levy	4/3	Sp	42

Cross-listed

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F=Fall Sp=Spring Su=Summer

World Languages Course List

Dept	Title	Instructor(s)	Credits	Semesters Offered	2020 Ugr
H 200	Intermediate Modern Hebrew I #	Maoz-Levy	3	F	20
H 250	Intermediate Modern Hebrew II #	Maoz-Levy	3	Sp	20
H 300	Advanced Modern Hebrew I #	Holler	3	F	9
H 350	Advanced Modern Hebrew II #	Holler	3	Sp	9
Latin American Studies					
C 101/501	Elementary Haitian Creole I	Tezil	4/3	F, Su	20
C 102/502	Elementary Haitian Creole II	Tezil	4/3	Sp, Su	10
C 201/601	Intermediate Haitian Creole I	Tezil	3	F	7
C 202/-L 527	Intermediate Haitian Creole II	Tezil	3	Sp	4
L 727	Latin American & Caribbean Languages	Castaneda	3	F, Sp	
M 101/501	Elementary Maya I	Castaneda	4/3	F	1
M 102/502	Elementary Maya II	Castaneda	4/3	Sp	
M 201/601	Intermediate Maya I	Castaneda	3	F	
M 202/602	Intermediate Maya II	Castaneda	3	Sp	
Q 101/501	Elementary Quechua I	Staff	4/3	F	
Q 102/502	Elementary Quechua II	Staff	4/3	Sp	
Q 201/601	Intermediate Quechua I	Staff	3	F	
Q 202/602	Intermediate Quechua II	Staff	3	Sp	
Near Eastern Languages & Cultures					
A 100/500	Elementary Arabic I	Morkus/Istrabadi/Bisutti/Nas sar	4-5/2	F, Su	10
A 150/550	Elementary Arabic II	Morkus/Istrabadi/Bisutti/Nas sar	4-5/2	Sp, Su	73
A 200/600	Intermediate Arabic I	Alramadan/Morkus/Youself	3-5/3	F, Su	40
A 250/650	Intermediate Arabic II	Alramadan/Morkus/Youself	3-5/3	Sp, Su	32
A 300/660	Advanced Arabic I	Morkus/Youself	3	F, Su	17
A 350/670	Advanced Arabic II	Morkus/Youself	3	Sp, Su	14
A 400/680	Advanced Arabic III	Alramadan	3	F, Su	4

Cross-listed

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World Languages Course List

Dept	Title	Instructor(s)	Credits	Semesters Offered	2019-2020 Ugr
A 400/680	Advanced Arabic IV	Alramadan	3	Sp, Su	3
A 555	Summer Intensive Arabic	Djeldjel/Nassars/Evans	6	Su	
H 501	Elementary Modern Hebrew I #	Maoz-Levy	4/3	F	
H 502	Elementary Modern Hebrew II #	Maoz-Levy	4/3	Sp	
H 503	Intermediate Modern Hebrew I #	Maoz-Levy	3	F	
H 504	Intermediate Modern Hebrew II #	Maoz-Levy	3	Sp	
H 505	Advanced Modern Hebrew I #	Holler	3	F	
H 506	Advanced Modern Hebrew II #	Holler	3	Sp	
N 310/510	Arabic Composition	Alramadan	3	Sp	1
N 312/512	Arabic Grammar	Alani	3	Sp	4
N 324/524	Introduction to Arabic Linguistics	Alani	3	F	
N 329/529	Arabic Phonetics & Phonology	Alani	3	F	
N 455	Advanced Media Arabic	Alramadan	3	F	
N 590	Arabic for Specific Purposes: Society and Culture	Katz	3	F	
N 598	Readings in Arabic Language & Linguistics	Katz	3-5	F, Sp, Su	
Slavic & Eastern European Languages & Cultures					
C 101/501	Elementary Czech I	Holdeman	4/3	F	2
C 102/502	Elementary Czech II	Holdeman	4/3	Sp	1
C 201/503	Intermediate Czech I	Cravens	3	F	2
C 202/504	Intermediate Czech II	Cravens	3	Sp	2
C 301/505	Advanced Intermediate Czech I	Cravens	3	F	
C 302/506	Advanced Intermediate Czech II	Cravens	3	Sp	
L 501	Structure of Russian I: Phonology & Morphology	Fowler	3	F	1
L 502	Structure of Russian II: Syntax & Semantics	Fowler	3	Sp	1
M 101/501	Elementary Romanian I	Zarifopol-Illias	4/3	F	n/
M 102/502	Elementary Romanian II	Zarifopol-Illias	4/3	Sp	n/
M 201/503	Intermediate Romanian I	Zarifopol-Illias	3	F	1
M 202/504	Intermediate Romanian II	Zarifopol-Illias	3	Sp	2

Cross-listed

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F=Fall Sp=Spring Su=Summer

World Languages Course List

Dept	Title	Instructor(s)	Credits	Semesters Offered	2019-2020 Ugr
N 111/511	Summer Intensive Elementary Russian I	Luttrell/Shardakova/Berry	4/3	Su	9
N 112/512	Summer Intensive Elementary Russian II	Luttrell/Shardakova/Berry	4/3	Su	9
N 122/521	Summer Accelerated Elementary Russian I	Shardakova/Braley	4/3	Su	2
N 221/522	Summer Accelerated Elementary Russian II	Shardakova/Braley	4/3	Su	2
N 231/531	Summer Intensive Intermediate Russian I	Shpylova/Saeed/Shardakova/Donohoe	4/3	Su	8
N 232/532	Summer Intensive Intermediate Russian II	Shpylova/Saeed/Shardakova/Donohoe	4/3	Su	8
N 351/551	Summer Intensive Advanced-Intermediate Russian I	Makarova/Shardakova/Dolundenko	4/3	Su	4
N 352/552	Summer Intensive Advanced-Intermediate Russian II	Makarova/Shardakova/Dolundenko	4/3	Su	4
N 362/561	Summer Accelerated Advanced-Intermediate Russian II	Zotova/Shardakova	4/3	Su	
N 461/562	Summer Accelerated Advanced Russian I	Zotova/Shardakova	4/3	Su	
N 471/571	Summer Intensive Advanced Russian I	Chernysheva/Shardakova	4/3	Su	
N 472/572	Summer Intensive Advanced Russian II	Chernysheva/Shardakova	4/3	Su	
N 481/581	Fifth Year Russian I	Dolgaleva/Shardakova	4/3	Su	4
N 482/582	Fifth Year Russian II	Dolgaleva/Shardakova	4/3	Su	4
N 691	Sixth Year Russian I	Sharogradskaya/Shardakova	4/3	Su	
N 692	Sixth Year Russian II	Sharogradskaya/Shardakova	4/3	Su	
P 101/501	Elementary Polish I	Asher	4/3	F	5
P 102/502	Elementary Polish II	Asher	4/3	Sp	5
P 201/503	Intermediate Polish I	Sicinski	3	F	4
P 202/504	Intermediate Polish II	Sicinski	3	Sp	3
P 301/505	Advanced Intermediate Polish I	Sicinski	3	F	3
P 302/506	Advanced Intermediate Polish II	Sicinski	3	Sp	3
R 101/S-562	Elementary Russian I	Shardakova/Abrahamyan	4/3	F	4

Cross-listed

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World Languages Course List

Dept	Title	Instructor(s)	Credits	Semesters Offered	2019-2020 Undergraduate
R 102/S-562	Elementary Russian II	Shardakova/Abrahamyan	4/3	Sp	23
R 201/S-562	Intermediate Russian I	Shardakova/Kohut	4/3	F	23
R 202/S-562	Intermediate Russian II	Shardakova/Kohut	4/3	Sp	23
R 301	Advanced Intermediate Russian I	Melnyk	3	F	1
R 302	Advanced Intermediate Russian II	Melnyk	3	Sp	8
R 401	Advanced Russian I	Shrager	3	F	5
R 402	Advanced Russian II	Shrager	3	Sp	6
R 404	Structure Of Russian	Fowler	3	F	6
R 491	Russian For Graduate Students 1	Cravens	3	F	
S 101/501	Elementary Bosnian/Croatian/Serbian I	Veinovic	4/3	F	7
S 102/502	Elementary Bosnian/Croatian/Serbian II	Veinovic	4/3	Sp	7
S 111/511	First Year Bosnian/Croatian/Serbian I	Veinovic	3	Su	
S 112/512	First Year Bosnian/Croatian/Serbian II	Veinovic	3	Su	
S 201/503	Intermediate Bosnian/Croatian/Serbian I	Veinovic	3	F	3
S 202/504	Intermediate Bosnian/Croatian/Serbian II	Veinovic	3	Sp	3
S 301/505	Advanced Intermediate Bosnian/Croatian/Serbian I	Veinovic	3	F	4
S 302/506	Advanced Intermediate Bosnian/Croatian/Serbian II	Veinovic	3	Sp	5
U 101/501	Elementary Ukrainian I	Melnyk	4/3	F	1
U 102/502	Elementary Ukrainian II	Melnyk	4/3	Sp	1
U 201/503	Elementary Ukrainian II	Melnyk	3	F	n/
U 202/504	Elementary Ukrainian II	Melnyk	3	Sp	n/
Southeast Asian Studies					
I 101	Elementary Indonesian I	Zakaria	3	F	n/
I 102	Elementary Indonesian II	Zakaria	3	Sp	n/
I 201	Intermediate Indonesian I	Zakaria	3	F	n/
I 201	Intermediate Indonesian II	Zakaria	3	Sp	n/
T 101/501	Elementary Thai I	Sriphrom	4	F	3
T 102/502	Elementary Thai II	Sriphrom	4	Sp	1

Cross-listed

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World Languages Course List

Dept	Title	Instructor(s)	Credits	Semesters Offered	2019-2020 Ugr
Spanish & Portuguese					
C 105	Intensive Catalan Language	Milla Munoz	3	F	2
C 491	Elementary Catalan For Graduate Students	Staff	3	F	
C 492	Readings In Catalan For Graduate Students	Illas	3	Sp	
P 100	Elementary Portuguese I	Staff	4	F	13
P 135	Intensive Portuguese	Carvalho	4	F, Sp, Su	12
P 150	Elementary Portuguese II	Staff	4	Sp	
P 200	Second-Year Portuguese I	Pecorelli	3	F	8
P 250	Second-Year Portuguese I	Pecorelli	3	Sp	13
P 311	Advanced Grammar/Composition In Portuguese	Namorato/Castro	3	F	17
P 317	Reading And Conversation In Portuguese	Vieira/Namorato	3	Sp	1
P 400	Literatures Of The Portuguese-Speaking World	Vieira	3	F	6
P 401	Literatures Of The Portuguese-Speaking World	Namorato	3	Sp	6
P 425	Structure Of Portuguese Language	Vieira	3	F, Sp	
P 491	Elementary Portuguese For Graduate Students	Staff	4/3	F, Sp, Su	7
P 492	Reading Portuguese For Graduate Students	Vieira	4/3	F, Sp	2
P 498	Portuguese Honors Seminar	Staff	3	F, Sp	
S 100	Elementary Spanish I	Staff	4	F, Sp, Su	13
S 150	Elementary Spanish II	Staff	4	F, Sp, Su	12
S 105	First Year Spanish	Staff	4	F, Sp	106
S 200	Second-Year Spanish I	Staff	3	F, Sp, Su	118
S 250	Second-Year Spanish II	Staff	3	F, Sp, Su	130
S 269	Spanish For Health Professions	Ortiz	3	F, Sp, Su	
S 280	Spanish Grammar In Context	Staff	3	F, Sp, Su	81
S 308	Composition & Conversation In Spanish	Davis	3	F, Sp, Su	19
S 315	Spanish In The Business World	Henderson	3	F, Sp, Su	43
S 317	Spanish Conversation & Diction	Milla Munoz	3	F, Sp, Su	18
S 326	Intro To Hispanic Linguistics	Escalona Torres	3	F, Sp, Su	43

Cross-listed

*Grant s

F=Fall Sp=Spring Su=Summer

World Languages Course List

Dept	Title	Instructor(s)	Credits	Semesters Offered	20
S 425	Spanish Phonetics	Willis	3	F, Sp	4
S 427	The Structure Of Spanish	Staff	3	F, Sp	4
S 429	Spanish Sociolinguistics-Pragmatics	Felix-Brasdefer/Diaz-Campos	3	F, Sp	3
S 430	The Acquisition Of Spanish	Staff	3	F, Sp	3
S 491	Elementary Spanish For Graduate Students	Runnels	3-4	Su	
S 515	Acquisition Of Spanish As A 2nd Language	Geeslin	3	F	
S 517	Methods Of Teaching College Spanish	Gurzynski-Weiss	3	F	
S 612	Topics in Linguistics: Variation & Language Continuity	Gurzynski-Weiss	3	F	
X 272	Experiential Learning: Portuguese	Namorato	1	F, Sp	
X 370	Experiential Learning: Spanish	Mejias-Lopez	1	F, Sp	

Cross-listed

*Grant s

Project Goal 1: Promote and improve global studies, global teaching and learning, and global career readiness at Indiana University, including the School of Education and other professional schools									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
1. Develop and enhance 102 internationalized curricular and co-curricular offerings during the grant period to support global teaching and global learning.	1a. Develop and enhance global studies curriculum in collaboration with IU faculty	1ai. # of courses developed or enhanced	Annually	CGC records	0	5	5	5	5
		1aii. # of students enrolled in supported courses	Annually	IU registrar records	0	150	150	150	150
	1b. Develop global competency certificate for undergraduate IU students in SOE and across campus	1bi. # of internationalized courses approved for certificate program	Annually	IU registrar records	0	0	10	10	10
		1bii. # of students who are enrolled in the certificate	Annually	SOE and SGIS records	0	0	10	25	50
	1c. Provide co-curricular global activities for IU undergraduates, such as Balfour Scholars	1ci. # of co-curricular global activities	Annually	CGC records	0	4	4	4	4
		1cii. # of participants at activities	Annually	Attendance records	0	50	50	60	60
2. Increase understanding and preparedness for global careers by providing 97 students with opportunities to learn about global skills and careers by the end of the grant period	2a. Develop global badges for IU School of Education pre-service students	2ai. # of students who receive a badge	Annually	SOE records	0	n/a	n/a	5	10
		2aii. # of badges developed cumulatively	Annually	SOE records	0	n/a	5	8	n/a
	2b. Promote student involvement in global career preparation programs	2bi. # of students participating in the Global Leaders and Professionals Program	Annually	SGIS records	10	10	12	15	20

Project Goal 1: Promote and improve global studies, global teaching and learning, and global career readiness at Indiana University, including the School of Education and other professional schools									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
		2bii. # of students enrolled in Global Service and Peace Corps Prep Certificate	Annually	CGC records	20	20	25	30	35
3. Support 464 faculty involved in global research and public scholarship by the end of the grant period	3a. Encourage faculty to contribute global issues content to online platforms as a form of public scholarship	3ai. ## of faculty who contribute to Muslim Voices	Annually	CGC records	0	4	4	5	5
		3aii. ## of faculty who contribute to Access Global platform	Annually	CGC records	0	2	4	4	6
	3b. Support faculty participation in research conferences and colloquia about global issues	3bi. ## of faculty who participate in CGC supported research conferences and colloquia	Annually	CGC and faculty organizer attendance records	5	200	60	60	110

Project Goal 2: Support global teaching, learning, and workforce skills within higher education institutions, especially Minority Serving Institutions and community colleges, through outreach and collaborative activities									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
1. Increase access to global workforce skills and perspectives for at least 255 Ivy Tech Community College students statewide by the end of the grant.	1a. Develop and promote the Ivy Tech Workforce Skills Certificate	1ai. # of Ivy Tech faculty involved in developing the certificate	Annually	CGC records	0	10	10	n/a	n/a
		1aii. # of Ivy Tech students contacted about new certificate	Annually	IVY records, Coordinator records	0	n/a	2,500	5,000	10,000
	1b. Develop a Global Workforce Skills Course at Ivy Tech (as part of the certificate program)	1bi. # of students enrolled in Course	Annually	IVY registrar records	0	0	0	10	25
	1c. Offer global studies programming at Ivy Tech Bloomington campus	1ci. # of activities	Annually	CGC records	0	2	3	3	3
		1cii. # of student attendees	Annually	IVY – BL records	0	40	50	60	70
2. Enhance internationalization efforts within diverse higher education institutions through attendance of 180 faculty, staff, and administrators at professional development institutes over the course of the grant.	2a. Lead the Institute for Curriculum and Campus Internationalization (ICCI), which is an annual summer institute for faculty, staff, and administrators	2ai. # of ICCI participants (overall)	Annually	CGC/ICCI records	38	40	45	45	50
		2aii. # of MSI and Community College faculty and staff participants	Annually	CGC/ICCI records	10	10	12	14	16
3. Increase internationalization	3a. Offer professional development to	3ai. # of courses developed or enhanced	Annually	NTU records	2	2	3	4	5

Project Goal 2: Support global teaching, learning, and workforce skills within higher education institutions, especially Minority Serving Institutions and community colleges, through outreach and collaborative activities									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
efforts at MSIs by engaging 73 professional development event attendees during the course of the grant.	Navajo Technical University educators to develop new courses, curriculum, and methods of global teaching	3aii. # of faculty who participate in Global Indigenous Networking meetings	Annually	NTU records, Facilitator records	0	3	3	3	3
		3aiii. # of educators who attend professional development events	Annually	NTU records, IU records	0	10	10	10	10
	3b. Organize professional development workshops on global learning at Indiana State University	3bi. # of workshop attendees	Annually	ISU and CGC Attendance Records	0	10	25	25	25
		3bii. # of workshops	Annually	CGC Records	0	1	2	2	2

Project Goal 3: Advance and diversify access to global teaching, learning, and workforce skills within K-12 schools through outreach and collaborative activities.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
1. Increase access to global workforce skills and perspectives in Career & Technical Education (CTE) programs by providing 19 professional development events and college and career pathway fairs by the end of the grant period.	1a. Provide professional development for CTE teachers and school counselors	1ai. # of professional development events	Annually	CGC Records	0	2	2	2	2
		1aii. # of teachers and counselors who receive professional development	Annually	CGC and IDOE Attendance Records	0	30	30	50	50
	1b. Work with CTE programs to internationalize college and career pathway fairs	1bi. # of CTE career fairs internationalized	Annually	CGC Records	0	1	2	4	4
		1bii. # of CTE students who attend internationalized fairs	Annually	Hosting School Attendance Records	0	35	70	140	140
2. Promote global learning and awareness for K-12 schools nationwide by creating 74 pieces of curricular and media content around global issues and careers by the end of the grant.	2a. Create and disseminate SDG curricular materials	2ai. # of SDG curricular materials created	Annually	CGC Records	0	n/a	2	4	8
		2aii. # of K-12 teachers provided information about new curricular SDG materials	Annually	CGC records	0	n/a	100	200	300
	2b. Offer teacher training and professional development focused on educational materials for a global understanding of genocide	2bi. # of pieces of curricular content created	Annually in Y2	CSME and CGC records	0	n/a	10	n/a	n/a
		2bii. # of K-12 teachers who participate in workshops	Annually	CSME and CGC records	0	10	10	20	20

Project Goal 3: Advance and diversify access to global teaching, learning, and workforce skills within K-12 schools through outreach and collaborative activities.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
	2c. Create media content about global issues and career skills for rural and other schools	2ci. # of pieces of media content created	Annually	CGC records	0	5	10	15	20
		2cii. # of rural schools contacted to raise awareness of the Access Global web platform	Annually	CGC records	0	n/a	20	30	40
3. Enhance professional development for Indiana's K-12 teachers, principals, and administrators by providing 39 grants or professional development trainings by the end of the grant period.	3a. Support global teaching and learning through grants to the Foundation for Monroe County Community Schools teachers, principals, and administrators	3ai. # of grants given	Annually	CGC and FMCCS records	1	4	5	5	5
		3aii. # of students reached by new lessons or events	Annually	Teacher reports	15	60	75	75	75
	3b. Provide support for the Director of Global Education Initiatives position, who will facilitate global training initiatives for in-service K-12 teachers and administrators, in collaboration with the IU SOE	3bi. # of K-12 professional development trainings conducted by Director	Annually	SOE records	2	4	4	6	6
		3bii. # of teachers and administrators attending professional development events	Annually	SOE records	25	50	50	75	75

Project Goal 4: Advance and diversify access to high-quality and proficiency-based world language instruction, especially in the less commonly taught languages.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
1. Improve proficiency-based language instruction through 26 professional development workshops and online modules by the end of the grant period.	1a. Administer workshops with the Director of Global Education Initiatives to provide professional development workshops for K-12 educators in proficiency-based language instruction	1ai. # of workshops	Annually	SOE records	0	3	3	3	3
		1aii. # workshop attendees	Annually	SOE records	0	30	30	30	30
	1b. Support LCTL instructor training at NALRC pedagogy workshop and through new online modules on standards-based instruction	1bi. # of workshop participants	Annually	NALRC records	1	1	1	1	1
		1bii. # who attend summer workshop	Annually	NALRC records	10	12	12	15	15
		1biii. # modules developed	Annually	CGC and SLW records	0	3	3	n/a	n/a
	1c. Bridges will provide pedagogical training to IU student volunteers in proficiency-based LCTL instruction	1ci. # of IU student volunteers	Annually	Bridges coordinator records	16	16	18	20	20
		1cii. # of trainings provided	Annually	Bridges coordinator records	2	2	2	2	2
2. Expand access to the Certificate of Multilingual Proficiency for 66 students in rural and other schools	2a. Support students taking proficiency exams to complete the Certificate of Multilingual Proficiency	2ai. # of supported students who take language proficiency exams	Annually	CGC records	0	n/a	16	20	30
		2aii. # of schools who sign up for the Certificate of	Annually	IDOE records	40	50	55	60	65

Project Goal 4: Advance and diversify access to high-quality and proficiency-based world language instruction, especially in the less commonly taught languages.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
		Multilingual Proficiency							
	2b. Promote the Certificate of Multilingual Proficiency to rural and other schools.	2bi. # of schools contacted about the Certificate and student testing support	Annually	CGC records	0	40	60	80	100
		2bii. # of rural schools contacted about the Certificate and student testing support	Annually	CGC records	0	20	20	30	40
3. Increase the number of students studying Less Commonly Taught Languages (LCTLs) by providing high quality language instruction to 308 students by the end of the grant period.	3a. Support the Bridges: Children, Languages, World program for children in the Bloomington community	3ai. # of Bridges preK-12 students enrolled	Annually	Bridges coordinator Records	40	50	50	60	60
		3aii. # of Bridges language courses taught	Annually	Bridges coordinator Records	4	5	5	6	6
	3b. Support LAC courses in LCTLs for IU students	3bi. # of LAC courses offered	Annually	IU registrar	0	1	2	2	3
		3bii. # students enrolled in LAC courses	Annually	IU registrar	0	8	16	16	24
	3c. Provide FLAS fellowships to IU student studying LCTLs	3ci. # of students provided with LCTL FLAS fellowships	Annually	CGC records	0	16	16	16	16

LETTERS OF SUPPORT (5):

- 1. Russel D. Baker**
Vice President for Academic Affairs
Ivy Tech Community College, Indiana
- 2. Stefany Deckard**
Director of Career & Technical Education
Indiana Department of Education
- 3. Lee Feinstein**
Dean, School of Global and International Studies
Indiana University, Bloomington
- 4. Terrence C. Mason**
Dean, School of Education
Indiana University, Bloomington
- 5. Wesley K. Thomas**
Dean of Graduate Studies
Navajo Technical University, New Mexico

June 21, 2018

U.S. Department of Education
Office of Postsecondary Education
International and Foreign Language Education
1990 K Street, N.W.
Washington, DC 20006

To the U.S. Department of Education:

In view of the growing need to prepare students of all backgrounds and income levels for global engagement, including the knowledge and skills required by the modern workforce to communicate in multiple cultural contexts, I am writing in support of an expanded partnership between Ivy Tech Community College, the Center for the Study of Global Change, and IU area studies centers to introduce a Global Workforce Skills Certificate at Ivy Tech. As the Vice President for Academic Affairs, I am confident this that proposal will provide increasing opportunities for students to gain global workforce skills for their future studies and careers and will further the internationalization of curriculum and co-curriculum at Ivy Tech.

With 45 campuses and site locations across the state and serving nearly 160,000 students a year, Ivy Tech is the largest singly-accredited statewide community college system in the entire country. Ivy Tech's mission is to prepare Indiana residents to learn, live, and work in a diverse and globally competitive environment. The proposed project directly aligns with the college's mission and strategy, particularly on our expanded strategic plan launched this past January, *"Our Communities, Your College: Pathways for Student Success and a Stronger Indiana."* Within this plan, Ivy Tech's goal is to assist Indiana to meet the goal of equipping 60% of the workforce with a high-value, post-secondary degree or credential by 2025.

The new Global Workforce Skills Certificate will provide students with specific training and learning in global skills, intercultural competencies, and international teamwork. This proposed certificate will thus allow Ivy Tech students to expand upon technical skills with additional competencies that provide a better understanding of the global environment and cultural realities that are essential to effectively operating in today's global marketplace. Ivy Tech will work with the leadership from their network of global studies faculty from across the state, and partners at Indiana University, to build the content for this Certificate. Through this partnership, Ivy Tech will seek approval from the Indiana Commission for Higher Education for this Certificate as a stand-alone completion. This will require demonstrating that it meets specific workforce needs

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(888-489-5463)
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and can lead to employment. Ivy Tech envisions structuring this certificate so that it can be a “stepping stone” toward a technical certificate and/or an associate degree. This will allow students to use it as a building block toward a higher-level completion.

The Global Workforce Skills project will align with the work being done with Career and Technical Education high school programs in Indiana as part of the broader Global Employability Project. This integration of a K-12 component greatly complements and enhances the work done here at Ivy Tech and will strengthen the Indiana and U.S. workforce by integrating global skills and competencies across the technical education and career pipeline of Indiana.

The Center for the Study of Global Change has been a strong partner of Ivy Tech. Previously we have partnered to expand the college’s inventory of global language learning by developing coursework in Arabic, adding global content to nearly three dozen courses, and developing a general global studies certificate that is completed as a complement to existing degree programs. Our collaboration with the Global Center and other IU centers has been invaluable in many ways and I sincerely look forward to building on this partnership to build a more globally competent workforce across the entire state of Indiana. I therefore fully endorse their proposed projects in their Department of Education Title VI National Resource Center proposals.

Respectfully,



Dr. Russell D. Baker
Vice President for Academic Affairs
Ivy Tech Community College
North Meridian Center
50 W. Fall Creek Parkway Dr. N.
Indianapolis, IN 46208



June 21, 2018

U.S. Department of Education
Office of Postsecondary Education
International and Foreign Language Education
1990 K Street, N.W.
Washington, DC 20006

Dear U.S. Department of Education,

It is a privilege to write in support of Indiana University's Global and Area Studies Centers' applications for U.S. Department of Education Title VI National Resource Centers. Their proposed Global Employability Project will strengthen student global career preparation across the state and will complement the other proposed efforts to advance language learning and area and global studies in Indiana schools.

As Director of Career and Technical Education (CTE) in Indiana, I look forward to promoting the Global Employability Project, which will integrate global competencies and global workforce skills across Career and Technical Education high school programs. CTE has a responsibility to prepare Indiana students for college and careers in an increasingly global and diverse world, and Indiana University's Global and Area Studies Centers will help the state strengthen students' global competencies, intercultural communication skills, and the ability to work collectively across diverse cultures and perspectives.

The Global Employability Project will encompass three main activities:

- Annual professional development workshops about internationalizing the existing employability skills curriculum for Indiana CTE teachers
- Professional development for school counselors around the need for global career skills
- Global career preparation opportunities at the annual College and Career Pathway Fairs throughout the southern central Indiana workforce region

The IU Centers have recently worked in conjunction with myself, other members of the Indiana Department of Education team, and Christi McBride, the Director of the Hoosier Hills Career Center in Monroe County. Together, we have developed this project to best meet the needs of our Indiana students. It is important to note that this project also has a second component to develop a new Global Workforce Skills Certificate at Ivy Tech Community College of Indiana, carrying this work forward to our students and others who will go on to pursue postsecondary degrees. This initiative is a significant step in comprehensively preparing Indiana and U.S. citizens for the global world in which we live, work, and study.

This is not the first time we will have collaborated with Indiana University Area and Global Studies Centers. We previously collaborated on the publication series, *Internationalizing the Academic Standards: Indiana* (IASI) beginning in 2011. This exceptional teaching resource, 115 W. Washington Street ■ South Tower, Suite 600 ■ Indianapolis, Indiana 46204



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

which demonstrates how to integrate international content when teaching the Indiana K-12 academic standards, is being revised and will soon be available on the Indiana Department of Education website. We have also worked closely with IU on the Indiana Language Roadmap and on other initiatives that support high-quality language learning and global and regional knowledge in K-12 classrooms.

The integration of global competencies in CTE teaching and learning, and the increased opportunities for teacher and counselor training are not only desired but necessary for students in the 21st century. The state of Indiana needs this initiative and the Indiana Department of Education is delighted to be part of this important work. It looks forward to working with the Global and Area Studies Centers at IUB as well as with IU's Center for International Business Education and Research, to develop and implement the project, and thus further change the landscape of international education and global preparedness in the state of Indiana.

Thank you for your consideration.

Sincerely,

Stefany Deckard
Director of Career & Technical Education
Indiana Department of Education
South Tower, Suite 600
115 W. Washington Street
Indianapolis, IN 46204
stdeckard1@doe.in.gov



**SCHOOL OF GLOBAL AND
INTERNATIONAL STUDIES**
INDIANA UNIVERSITY

June 18, 2018

U.S. Department of Education
Office of Postsecondary Education
International and Foreign Language Education
1990 K Street, N.W.
Washington, DC 20006

Dear Peer Reviewer,

I write to endorse and give my strong support to the Title VI grant proposal of the Center for the Study of Global Change (CGC).

This application enjoys the strong support of the university and campus leadership, and the School of Global and International Studies (SGIS), where I am founding dean, and in which the Center and our other Title VI centers and area and international studies departments and programs reside.

The mission of SGIS is to promote understanding of contemporary and global issues, informed by a deep knowledge of language, history, and culture. SGIS seeks to nurture and develop in our students a mix of global learning, including historical and cultural studies, plus analytical and language skills and professional attributes that prepare our students to be uniquely prepared – globally ready – for meaningful, impactful, and fulfilling work as global professionals.

With the generous support of the university and our state, SGIS has been able to add 25 new tenure track faculty in area and international studies in the four years since our last Title VI application, and opened its architecturally distinctive home in 2015. These investments are a mark of the commitment of the senior leadership of the university to the future of area studies.

The Center submits this application in the context of this extraordinary commitment from a university and global school convinced of the growing importance of area and global studies. The Center and School are proud of Indiana University's century long history of global excellence, and IU's enduring and close partnership with the U.S. government.

The School's commitment to our Title VI centers manifests in our institutional and administrative support. A new shared services unit has been established and designed to provide a high level of administrative support for Title VI centers. Through shared services, the School provides grant support, FLAS management, travel processing, events coordination, and other administrative services for our Title VI programs. Our strong administrative capacity and our long-standing commitment to area and global studies and critical language instruction will allow CGC to implement and administer the many superior programs and activities it currently proposes.

Under the leadership of Hilary Kahn, who is widely recognized for her expertise in global studies and international education, CGC is a national leader in campus and curriculum internationalization and contributes greatly to the field of global studies. The Center's high-quality and well-attended

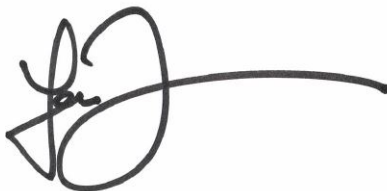
events and its commitment to global teaching, language learning, and global research has greatly enriched opportunities for SGIS students and faculty. SGIS strives to prepare its students to be globally ready, and CGC is an important partner in achieving this mission. They support interdisciplinary global curriculum and language learning across graduate and undergraduate curriculum. The Center's Global Employability Project, with its support for SGIS's professionalization and preparation programs and the new *Access Global* online public scholarship site, will strengthen student global career preparation and skills at SGIS and across the state. I am particularly excited about the proposed collaboration with the School of Education to develop a Global Competency Certificate, which will also position IU students to contribute and succeed in the complicated global world.

SGIS encourages its students to engage with complex global issues, and sustainable development is a particularly critical issue for our students, faculty, and the greater world. The Center's proposed Sustaining Internationalization Project will contribute to IU's growing research and teaching interests and expertise in international development, sustainable development studies, and humanitarianism. SGIS is delighted to partner with CGC and the Tobias Center for Innovation in International Development in this initiative, and we look forward to supporting the work of a new post-doctoral fellow to offer new courses and to facilitate training the next generation of development practitioners.

The Center is known for its high-quality and successful programming. Their conferences and events are consistently well-attended by students and faculty in SGIS and from across campus. Their Institute for Curriculum and Campus Internationalization has established itself as a premier event for faculty and administrators from colleges and universities across the country. Their work on the Indiana Language Roadmap is making a significant contribution across the state. Whether it is advancing language learning, hosting scholarly colloquia, or providing opportunities for teachers in the community, their programs are designed to have maximum and sustainable impact. I consider them a cornerstone for what we do at SGIS.

The Center for the Study of Global Change is proposing a series of significant programs that serve the needs of SGIS, IU, the state of Indiana, and the nation. Indiana University and the School of Global and International Studies unequivocally supports these initiatives and the broad contribution that CGC makes in the state of Indiana and the greater world of global studies and international education.

Sincerely,

A handwritten signature in black ink, appearing to read 'Lee Feinstein', with a long horizontal line extending to the right.

Lee Feinstein
Dean
School of Global and International Studies
Indiana University, Bloomington



June 14, 2018

INDIANA UNIVERSITY

SCHOOL OF EDUCATION

Office of the Dean

Dear Colleagues:

I am writing to express my support for the initiatives spearheaded by the area and global studies centers in Indiana University's School of Global and International Studies that are applying for Title VI funding this June. The School of Education is pleased to partner with the Title VI applicants to enhance the training and certification of K-12 teachers in the state of Indiana and beyond. As the premier institution that trains and certifies teachers in our state, the School of Education is enthusiastically supportive of the goals of this competition—to deepen the internationalization of our teacher training curriculum, advance K-12 world language instruction and certification, and bring engagement with cultures and societies into classrooms to develop skilled, knowledgeable, and engaged global citizens.

The School of Education has a long history of global research and international partnerships. Our Global Gateway for Teachers cultural immersion program is recognized as one of the most rigorous and innovative study abroad experiences among schools of education. Global Gateway places student teachers in 18 countries, national urban schools, and the Navajo Nation. We are thus firmly committed and well positioned to increase the number of graduates qualified to teach foreign languages by improving access to high-quality language instruction and to support the project goals of internationalizing the curriculum in Indiana school districts.

I am particularly pleased to collaborate on a new professional staff position, the Director of Global Education Initiatives, which will be jointly funded with the School of Global and International Studies (SGIS) and the Title VI centers at 100% FTE. In addition, the School of Education will provide administrative support through its Center for P-16 Research and Collaboration as well as the P-16 Center Director's time to supervise the position and serve as faculty liaison with other partners. This position's support for expanding language learning, internationalizing schools, providing teacher workshops and faculty development, engaging pre-service teachers in global and area studies, and increasing access to world language certification will be complemented by the development of a new Global Competency Certificate. This undergraduate certificate, a new degree that will be available to all IU undergraduates to achieve global competency and career readiness, marks yet another unique collaboration between the School of Education and SGIS. We are pleased to partner with SGIS and together build a stronger foundation for global learning, area studies, language learning, and career preparation on campus.

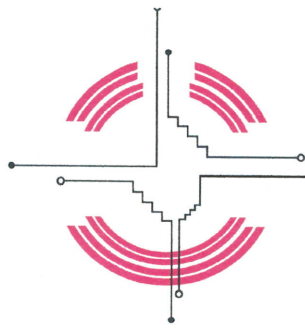
Our faculty looks forward to the outcomes of the activities we have planned, and I believe the investments we are making with support from the Title VI competition will have a lasting impact on the School of Education curriculum, instruction in world languages, area and global studies curriculum, and on the future teachers and citizens we will graduate.

Sincerely,

Terrence C. Mason

Dean

School of Education



ESTABLISHED 1979

NAVAJO TECHNICAL UNIVERSITY

S I H A S I N

June 15, 2018; Friday

Dear Colleagues:

I write to express my support and that of Navajo Technical University (NTU) for the initiatives spearheaded by the Indiana University Center for the Study of the Middle East, Center for the Study of Global Change, and Center for Latin American and Caribbean Studies, to collaborate further on internationalization of the curriculum at NTU.

We have already begun working with the Center for the Study of the Middle East and the Center for the Study of Global Change to internationalize the current undergraduate curriculum at NTU. Our faculty, myself included, have been attending the annual Institute for Curriculum and Campus Internationalization (ICCI), held at IU in May every year, since 2015. This has been an enormous gift to our internationalization efforts, as we immediately began to implement changes into our undergraduate curriculum by the first fall after ICCI. We have continued to do so over the years, introducing an internationalized curriculum into our existing undergraduate course offerings and creating new courses such as International Leadership, Global Indigenous Leadership, and Theoretical Indigenous Leadership.

Since we started working with Indiana University, Navajo Technical University went from being a college to being a university, and we now have our first class of graduate students about to matriculate in the MA program. We have also just received approval to proceed with a PhD program. We seek collaboration with IU partners to do with our future graduate program what we have begun to do with the undergraduate curriculum. In addition, we will also be adding a new undergraduate degree in Global Indigenous Studies and internationalizing our general education requirements. Ultimately, we seek to fully internationalize/globalize our curricula across these offerings, to expose our students—many of whom will not have had the opportunity prior to matriculating at NTU—to issues common to peoples across the globe, issues that are faced in the Navajo Nation, as well. These include environmental issues such as water and land usage, but also cultural and artistic expressions, among others. We are delighted that the IU's area and global centers are collaborating with us as we internationalize our curriculum and define global and area studies in ways that are meaningful to indigenous communities.

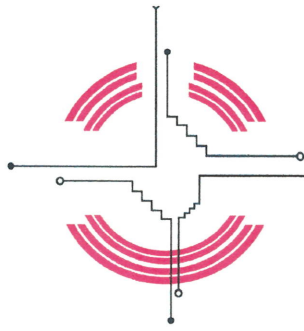
We look forward to growing this collaboration, by attending ICCI, by receiving professional development support as we develop our new international curriculum, and by meeting with other indigenous communities from around the world as we develop our Global Indigenous Studies degree. Our faculty and students have already significantly benefitted from this collaboration. I

NAVAJO TECHNICAL UNIVERSITY • PO BOX 849 • LOWER POINT RD. HWY. 371 • CROWNPOINT NEW MEXICO 87313
PH# (505) 786-4100 • FAX# (505) 786-5644

WWW.NAVAJOTECH.EDU

PR/Award # P015A180065

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NAVAJO TECHNICAL UNIVERSITY

S I H A S I N

am convinced that expanding these opportunities over the next four years will have lasting impact on our institution and its faculty, our curriculum and activities in the classroom, and, most importantly, the students who graduate from NTU.

Sincerely,

Wesley K. Thomas, Ph.D.
Dean of Graduate Studies

FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

Type of Application (check all that apply)

- ☒ Comprehensive National Resource Center
☐ Undergraduate National Resource Center
☒ Foreign Language and Area Studies Fellowships

Federal Funds Requested

NRC Request

Year 1: 263,898 Year 2: 260,279 Year 3: 260,990 Year 4: 260,802

FLAS Request

Year 1: 288,000 Year 2: 288,000 Year 3: 288,000 Year 4: 288,000

Type of Applicant

- ☒ Single institution Indiana University
☐ Consortium of institutions
☐ Lead _____
☐ Partner 1 _____
☐ Partner 2 _____
☐ Partner 3 _____

NRC (Center, Institute, Program) Focus

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

- | | |
|--|--|
| <input type="checkbox"/> AFRICA | <input type="checkbox"/> MIDDLE EAST |
| <input type="checkbox"/> CANADA | <input type="checkbox"/> PACIFIC ISLANDS |
| <input type="checkbox"/> EAST ASIA/PAN ASIA | <input type="checkbox"/> RUSSIA, EASTERN EUROPE, EURASIA |
| <input type="checkbox"/> EUROPE | <input type="checkbox"/> SOUTH ASIA |
| <input checked="" type="checkbox"/> INTERNATIONAL | <input type="checkbox"/> SOUTHEAST ASIA |
| <input type="checkbox"/> LATIN AMERICA and the CARIBBEAN | <input type="checkbox"/> WESTERN EUROPE |

FLAS-eligible Languages: These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Arabic, Chinese (Mandarin), Hindi, Japanese, Korean, Pashto, Persian, Portuguese, Russian, Swahili, Turkish, Urdu, Uyghur, And Zulu

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

Itemized Budget

Comprehensive NRC/FLAS: Center for the Study of Global Change

Organization: Trustees of Indiana University

Project Performance Period: 2018-2022

Category	Priority No.	Page No.	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021
1. Personnel					
A. Administrative Personnel					
1. Grant and Program Manager (Teresa Nichols) Project oversight and reporting, 33% FTE (3% annual increase)		14, 16, 27, 48	15,318	15,778	15,778
Subtotal, Administrative Personnel			15,318	15,778	15,778
B. Language Instruction and Coordination					
1. Languages Across Curriculum (LAC) Instructor Salary To teach LAC content discussion sections in LCTLs, Supplemental pay (\$4000/course)	AP 1 FLCPP 2	5, 10, 36	4,000	8,000	8,000
2. Summer Language Workshop LCTL Instructor Salary To teach LCTLs of national need, Partial support of instructor salary (60% of \$8,600/course)	AP 1 FLCPP 2	5, 10	0	0	0
3. Bridges Coordinator Salary To coordinate the <i>Bridges: Children, Languages, World</i> program, \$20/hour, 20 hours/week, 44 weeks [Shared with other area studies centers]	AP 1, 2 CPP 2	10, 11, 23, 46, 50	3,000	3,000	3,000
Subtotal, Language Instruction and Coordination			7,000	11,000	11,000
C. International Studies Instruction					
1. Postdoctoral Fellow in International Issues in Sustainable Development Teach and develop curricular materials for K-12 outreach, 100% FTE (3% annual increase) [Shared with Tobias Center and SGIS]	AP 1, 2 CPP 2	2, 3, 9	0	25,000	25,000
2. Curriculum Development Stipends for IU faculty To support the development of internationalized courses, Supplemental Pay (\$4,000/course)	AP 1	3, 4, 9, 16, 32	20,000	12,000	12,000
Subtotal, International Studies Instruction			20,000	37,000	37,000

D. Outreach Personnel**1. Outreach and Online Content Coordinator**

To assist with outreach programming and content development for online access, 50% FTE Graduate Assistant, Stipend (\$15,750/year)

AP 1

10, 11, 19

15,750

15,750

1

2. Global Employability Coordinator

Oversee development of the Ivy Tech Global Workforce Skills Certificate and facilitate events for K-12 Career and Technical Education programs, \$18/hour, 29 hours/week, 48 weeks (3% annual increase) [Shared with CIBER and other area studies centers]

*AP 1, 2
CPP 1*

1, 2, 8, 11

4,556

4,693

1

3. Director of Global Education Initiatives

Provide professional development to pre-service and in-service educators, 100% FTE (3% annual increase) [Shared with other area studies centers, SGIS, and SOE]

*AP 1,2
CPP 2*3-6, 9,
11, 41,
42, 50

4,500

4,635

1

4. Contributor Stipends to Muslim Voices

Supplemental pay for IU faculty to contribute to Muslim Voices web platform for public scholarship project, \$250/contribution

*AP 1*6, 11,
19, 45,
46

2,500

0

1

5. International Outreach Coordinator (Deborah Hutton)

To finish Internationalizing the Indiana Academic Standards and work with K-12 educators, \$21.50/hour for 20 hours/week for 1 semester (16 weeks) [Shared with other area studies centers]

AP 2

28, 41, 42

3,440

0

1

Subtotal, Outreach Personnel**30,746****25,078****2****Personnel Subtotal****73,064****88,856****9****2. FRINGE BENEFITS**

	Year 1	Year 2	Year 3	Year 4
Academic 10 month or 12 month Faculty				
Category Ltr. with Personnel #s: C1 (Yrs. 2-4), D3				
Salary Total by Year:	4,500	29,635	30,524	31,440
Supplemental for work outside appointment				

Academic 10 month or 12 month Faculty fringe: 38.09%

1,714

11,288

1

Category Ltr. with Personnel #s: C1 (Yrs. 2-4), D3

Salary Total by Year: 4,500 29,635 30,524 31,440

Supplemental for work outside appointment fringe: 6.61%

1,752

1,322

1

Category Ltr. with Personnel #s:	B1 (Yrs. 1-3), C2, D4 (Yr. 1)							
Salary Total by Year:	26,500	20,000	20,000	8,000				
Professional Exempt Staff	fringe: 38.09%						5,835	6,010
Category Ltr. with Personnel #s:	A1, D3							
Salary Total by Year:	15,318	15,778	16,251	16,739				
Adjunct Faculty/Lecturer	fringe: 6.61%						0	0
Category Ltr. with Personnel #s:	B2 (Yrs. 3-4)							
Salary Total by Year:	0	0	5,160	5,160				
Hourly Assistance								
Non-Student at More than 900 annual hours	fringe: 19.29%						1,542	905
Category Ltr. with Personnel #s:	D2, D5 (Yr. 1)							
Salary Total by Year:	7,996	4,693	4,834	4,979				
Student	fringe: 6.61%						198	198
Category Ltr. with Personnel #s:	B3							
Salary Total by Year:	3,000	3,000	3,000	3,000				
Graduate Student Assistants Salary	fringe set by IU - see schedule below							
Category Ltr. with Personnel #s:	D1							
Salary Total by Year:	15,750	15,750	15,750	15,750				
Graduate Student Assistants (fellow non-hourly) Health Insurance Schedule								
	Year 1	Year 2	Year 3	Year 4				
Set Health Insurance Rates by AY	3,500	3,849	4,234	4,658			3,500	3,849
# of graduate student assistants per year	1	1	1	1				
Overall Salary Total Per Year:	73,064	88,856	95,519	85,068				
Fringe Benefits Subtotal							14,541	23,572
3. TRAVEL								
A. Foreign Travel								
1. Curriculum and Professional Development Travel					AP 1, 2	10, 15	7,000	7,000

Foreign travel by faculty and librarians to the Netherlands, South Africa, and other destinations for curriculum and professional development. \$1,400/travel award (\$1000 transportation, \$400 lodging), 5 annually				
Subtotal Foreign Travel			7,000	7,000
B. Domestic Travel				
1. Administrative Personnel travel for ED Title VI Meetings Transportation, lodging and per diem for administrative staff Y1: \$750 per 2 Staff members for a 3-day trip (\$315/person for transportation, \$300/person for lodging, \$135/person for per diem)			1,500	0
2. Travel for in-state outreach for Global Employability Project and Indiana Global Road Show (IU faculty and staff) Y1-4 trips for in-state outreach conducted by IU faculty and staff for the Global Employability Project and the Indiana Global Road Show. 4 overnight trips (\$109/trip for transportation, \$110/trip for lodging, \$118/trip for 2 days of per diem) and 8 day trips (\$109/trip for transportation, \$59/trip for per diem)	<i>AP 1</i> <i>CPP 1</i>	1, 2, 7, 8, 11, 19, 46	2,692	2,692
3. Travel for in-state K-12 educator workshops (IU faculty and staff) Y1-4 trips for IU faculty and staff to facilitate the Principals' Academy and conduct K-12 educator workshops on Language Proficiency-based Standards and Sustainable Development. 2 overnight trips (\$109/trip for transportation, \$110/trip for lodging, \$118/trip for 2 days of per diem) and 3 day trips (\$109/trip for transportation, \$59/trip for per diem) [Shared with SOE and other area studies centers]	<i>AP 2</i> <i>CPP 2</i>	4, 6, 9, 21, 43, 50	1,605	1,605
4. Domestic Travel for IU Employee Professional Development and Outreach Faculty, Staff, and Librarian Travel for Postsecondary Institution Outreach or to attend Conferences for Professional Development, \$750/trip (\$400 for transportation, \$350 for lodging), 9 annually	<i>AP 2</i> <i>CPP 1</i>	14, 15	6,750	6,750
5. Domestic Travel to Navajo Technical University for Internationalization Support IU Faculty and Staff Travel for MSI Outreach at NTU, 3 day trips by IU faculty in Y2&4	<i>AP 2</i> <i>CPP 1</i>	7, 10, 44, 49	1,981	1,389

(\$735/trip transportation, \$450/trip lodging, \$204/trip per diem), 5 day trips by CGC staff in Y1&3 (\$925/trip transportation, \$750/trip lodging, \$306/trip per diem)					
Subtotal, Domestic Travel			14,528	12,436	1
Travel Subtotal			21,528	19,436	2
4. EQUIPMENT	NONE		--	--	--
5. SUPPLIES					
A. Library Acquisitions					
To support the purchase of special materials to enhance global studies collections					
B. Teaching and Outreach Aids					
Media Production Expenses (\$100/hour for production and editing costs) to support content for Access Global, Muslim Voices, and the SLW LCTL Instructor Online Orientation modules; Teaching and Training Supplies for K-12 educator workshops at \$1,150/year (ex. workbooks, binders, flipcharts, other curricular materials)		<i>AP 1, 2</i> <i>CPP 1, 2</i>	10, 12, 13 4-6, 8-12, 21, 45, 46, 50	5,000 10,150	5,000 10,150
C. Program-Related Materials and Supplies					
Printing and Duplicating Costs at \$400/year			400	400	
Supplies Subtotal			15,550	15,550	1
6. CONTRACTUAL					
Subaward: Roadwork Center Support for Program Management of internationalization initiatives with underrepresented populations, including the Balfour Pre-College Summer Academy and MSI Internationalization Efforts (see 8D Project 18, 8C Projects 12 and 14) [Shared with CSME and CLACS]		<i>AP 2</i> <i>CPP 1, 2</i>	7, 8, 10, 11, 16, 43-45, 49	6,700	6,700
Contractual Subtotal			6,700	6,700	
7. CONSTRUCTION	Not Applicable		--	--	--
8. OTHER					
8A. Global Research Studies Initiatives					
1. Displaced Persons Working Group and Workshop		<i>AP 1</i>	3, 9, 27	1,500	1,500

Honoraria and non-IU employee travel for working group speakers and a Y4 workshop in Berlin, \$500/honoraria, travel reimbursements of \$1000/trip for international experts in Y1-3 to travel to IU and of \$750/trip for international experts in Y4 to travel to Berlin [Shared with African Studies Program and Institute for European Studies]					
2. Framing the Global edited volume Edited volume on Framing of Global, Honoraria for contributors in Y1 for 15 contributors (\$500/contributor) and \$3000 for copy editor's professional service fees, Y2 \$1,200 for indexing of volume	<i>AP 1</i>	9	10,500	1,200	
3. Global Environmental Communication and Policy Conference Support for Y1 Conference organized by IU Media School faculty for facility rental costs (\$2000), travel stipends for 25 presenters (\$200/presenter), and Y2 Book with honoraria for 12 contributors (\$500/contributor)	<i>AP 1</i>	3, 9, 16, 18	7,000	6,000	
4. Global Science, Technology, and Infrastructure Speaker Series Honoraria (\$200/speaker) and travel (\$1,207/trip) for 3 speakers to travel to IU annually to present in speaker series organized by IU faculty	<i>AP 1</i>	3, 9	0	4,221	
5. Global Studies Positioning Series Honoraria (\$1,000/speaker) and travel (\$1,000/trip) for 3 speakers to travel to IU annually to present research on global issues	<i>AP 1</i>	10, 33	6,000	6,000	
6. International Conference on Literacy, Culture, and Language Education Supplies (\$1,250) and facility rental (\$1,900) to support SOE conference	<i>AP 1, 2</i> <i>CPP 2</i>	3, 10	3,150	0	
7. Law of the Sea Policy Conference Travel (\$1,000/trip) for non-IU experts to attend conference at Leiden University organized by IU faculty	<i>AP 1</i>	3, 10, 16, 19	2,000	0	
8. Teaching Development Studies Conference Honoraria (\$1,000/speaker) and travel (\$1,000/domestic trip, \$2,000/international trip) for 4 conference speakers to travel to IU [Shared with Tobias Center]	<i>AP 1, 2</i>	3, 9, 10	0	0	
Subtotal, Global Research Studies Initiatives			30,150	18,921	1

8B. Curriculum and Career Development Programming at IU				
9. Global Leaders and Professionals Program Honoraria (\$500/speaker) and travel (\$500/trip) for speakers to discuss global careers with IU students	<i>AP 1</i>	2, 8, 39	1,000	1,000
10. Transnational Understandings of Civil Rights International travel for University of Pretoria faculty to support IU course and study away program (\$3,400/trip)		3, 9, 16	3,400	0
11. U.S. Army Command and General Staff College Exchange \$750/trip for Army Command and General Staff College faculty to travel to IU to speak with students [Shared with CSME and REEI]	<i>AP 1</i>	2, 10, 45	750	750
Subtotal, Curriculum and Career Development Programming at IU			5,150	1,750
8C. Higher Education Internationalization Outreach				
12. Global Indigenous Networking Meetings Support for MSI faculty to travel to meet with Indigenous colleagues and develop Global Indigenous curricular materials (\$1,905/trip including transportation, lodging, and per diem)	<i>CPP 1</i>	7	3,810	3,810
13. Global Workforce Skills Certificate and Curriculum Development Stipends for Ivy Tech faculty (\$2,000/person) to develop the certificate and enhance curriculum	<i>AP 1</i> <i>CPP 1</i>	2, 8, 22	6,000	4,000
14. Institute for Curriculum and Campus Internationalization (ICCI) Honoraria for 2 speakers annually (\$1,500/speaker), Travel support for MSI and community college faculty (\$500/trip) with increased support in Y3&4 [Shared with CIBER and other area studies centers]	<i>AP 2</i> <i>CPP 1</i>	10, 18, 22, 23, 27, 43, 44, 50	4,000	4,000
15. Internationalization Support for MSI Professional Development National expert honorarium (\$1,500) and travel (\$1,981) to lead professional development events during a 5 day trip to NTU [Shared with CSME and CLACS]	<i>AP 2</i> <i>CPP 1</i>	7, 10, 11, 44, 49	3,481	0

16. LCTL Teacher Training Workshops Support 4 LCTL teachers to attend the IU NALRC annual summer Workshop on Principles of Effective Foreign Language Learning and Teaching, \$250/attendee registration, \$250/trip	<i>AP 1, 2</i> <i>CPP 1</i>	4, 10, 36	2,000	2,000	
17. Professional Development Workshops for Indiana State University Faculty National expert honoraria (\$1,000/honorarium) and travel (\$1,000/trip) to lead professional development workshops for ISU faculty in Y2-4	<i>AP 2</i> <i>CPP 1</i>	7, 20, 13, 44, 49	0	2,000	
Subtotal, Higher Education Internationalization Outreach			19,291	15,810	1
8D. K-12 Internationalization Outreach					
18. Balfour Pre-College Summer Academy Facilitator travel (\$2,500/trip) to lead the Global Arts Infusion of the Pre-College Summer Academy for underrepresented high school students [Shared with SOE and CSME]	<i>AP 1</i> <i>CPP 2</i>	8, 10, 16, 43	2,500	2,500	
19. Global Education Professional Development Initiatives for K-12 Principal stipends (\$250/person) and travel (\$100/trip) for K-12 educators to participate in the Principals' Academy and additional K-12 Global Education professional development initiatives [Shared with SOE]	<i>AP 2</i>	4, 6, 9, 21, 43, 50	3,000	3,000	
20. Global Grants \$500/award to K-12 teachers through the Foundation of Monroe County Community Schools to develop global curricula (4 in Y1, 5 annually in Y2-4)	<i>AP 2</i>	11, 18, 43	2,000	2,500	
21. Global Understanding of Genocide Support for K-12 teachers to attend workshops through substitute teacher pay (\$100/person) and travel (\$100/trip) [Shared with CSME]	<i>AP 2</i>	6, 8, 11, 21	2,000	2,000	
22. LCTL Proficiency Testing Support Support for Indiana high school students to take language proficiency exams (\$133 average exam cost) and obtain a Certificate of Multilingual Proficiency	<i>AP 1</i> <i>CPP 2</i>	4, 9, 50	0	2,128	

23. Lotus World Music Orientation for High School Students Speaker honorarium (\$300/speaker)		11, 42	300	300	
24. Internationalizing CTE Professional Development Workshop Teacher stipends, travel, and hospitality for in-service CTE teachers to attend 2.5 day workshop and develop global workforce skills lesson plans (\$200/facilitator, \$300/teacher stipend, \$387/person for travel and lodging, \$14/person for lunches) [Shared with CIBER and other area studies centers]	AP 1, 2	2, 8, 43	7,719	7,719	
25. IU Honors Program in Foreign Languages Travel for in-service teachers to attend professional development and orientation to run language immersion study abroad program for Indiana high school students (\$575/trip)	AP 2	4, 11	2,300	2,300	
26. Workshops on proficiency-based language pedagogy and global competency for K-12 world language teachers Facility rental (\$300/workshop), expert honoraria (\$1,500/year), travel (\$1,067/trip for experts, \$109/trip for teachers), hospitality (\$14/person for lunch), and substitute teacher pay (\$100/person) to support one day workshops for K-12 world language teachers on proficiency-based language pedagogy	AP 2	4, 9, 21, 50	7,677	7,677	
Subtotal, K-12 Internationalization Outreach			27,496	30,124	3
8E. Outreach to Business, Media, and the General Public					
27. Art and Refugees Exhibitions Facility and equipment rental (\$1,000), honoraria (\$1,000/person), and travel (\$1,000/domestic trip, \$2,000/international trip) to support Y1 and Y3 exhibitions for public outreach [Shared with College Ostrom Grant and IUPUI]	AP 1	8, 11, 45, 46	3,000	0	
28. Doing Business Globally Travel for experts presenting at seminars on global business topics for the Indiana business community (\$1,000/trip) [Shared with CIBER]	AP 1	11, 45	2,000	2,000	
29. Global Education Pavilion		11, 18,	1,000	1,000	

Support for the Global Education Pavilion at the Lotus World Music Festival for public outreach (\$1,000/tent rental)		45 ,46			
30. Muslim Voices Community Contributors	<i>AP 1</i>	6, 11,	2,500	0	
Contributor stipends for experts to create content for Muslim Voices web platform (\$250/contribution)		19, 45,			
		46			
Subtotal, Outreach to Business, Media, and the General Public			8,500	3,000	
F. Evaluation and Other Costs					
1. Center for the Study of Global Change Program Evaluation Assessment (TPMA)		20-23	22,750	17,650	1
Subtotal, Evaluation			22,750	17,650	1
Other Subtotal			113,337	87,255	8
9. Subtotal Direct Costs			244,720	241,369	24
10. Indirect Costs, 8% of Base			19,178	18,910	1
Total NRC Costs			263,898	260,279	26

FLAS Fellowships

		Year 1	Year 2	Year 3
		2018-2019	2019-2020	2020-2021
	Number			
Academic Year Graduate Fellowships				
Academic year subsistence allowances @ \$15,000/each	6	90,000	90,000	90,000
Academic year institutional payments @ \$18,000/each	6	108,000	108,000	108,000
Total, Academic Year Graduate:	6	198,000	198,000	198,000
Academic Year Undergraduate Fellowships				
Academic year subsistence allowances @ \$5,000/each	2	10,000	10,000	10,000
Academic year institutional payments @ \$10,000/each	2	20,000	20,000	20,000
Total, Academic Year Undergraduate:	2	30,000	30,000	30,000
Summer Graduate Fellowships				
Summer year subsistence allowances @ \$2,500/each	5	12,500	12,500	12,500
Summer year institutional payments @ \$5,000/each	5	25,000	25,000	25,000
Summer Undergraduate Fellowships				
Summer year subsistence allowances @ \$2,500/each	3	7,500	7,500	7,500
Summer year institutional payments @ \$5,000/each	3	15,000	15,000	15,000
Total, Summer:	8	60,000	60,000	60,000
Total FLAS Training Stipends Requested		288,000	288,000	288,000

CGC is requesting 8 Academic Year (2 undergraduate and 6 graduate) and 8 (mixed undergraduate and graduate) Summer FLAS fellowships over a 3-year period. CGC requests approval for the following priority languages: Arabic, Chinese (Mandarin), Hindi, Japanese, Korean, Pashto, Persian, Russian, Somali, Swahili, Turkish, Urdu, Uyghur, and Zulu. Selection criteria include academic potential, global career impact, national need, government need, among other criteria.

There was a problem attaching a file(s).

The file was missing in the application package
submitted through Grants.Gov

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 1356001673A1

DATE:06/15/2015

ORGANIZATION:

FILING REF.: The preceding
agreement was dated
06/20/2011

Indiana University

Bryan Hall 212

Bloomington, IN 47405-1201

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: Facilities And Administrative Cost Rates

RATE TYPES: FIXED FINAL PROV. (PROVISIONAL) PRED. (PREDETERMINED)

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%) LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2011	06/30/2012	55.00 On Campus	Organized Research
PRED.	07/01/2012	06/30/2015	56.00 On Campus	Organized Research
PRED.	07/01/2011	06/30/2015	47.50 On Campus	Instruction
PRED.	07/01/2011	06/30/2015	32.00 On Campus	Other Sponsored Activities
PRED.	07/01/2011	06/30/2015	26.00 Off Campus	All Programs
PRED.	07/01/2015	06/30/2017	56.00 On Campus	Organized Research
PRED.	07/01/2017	06/30/2019	57.50 On Campus	Organized Research
PRED.	07/01/2015	06/30/2019	47.50 On Campus	Instruction
PRED.	07/01/2015	06/30/2019	32.00 On Campus	Other Sponsored Activities
PRED.	07/01/2015	06/30/2019	26.00 Off Campus	All Programs

ORGANIZATION: Indiana University

AGREEMENT DATE: 6/15/2015

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PROV.	07/01/2019	06/30/2021			Use same rates and conditions as those cited for fiscal year ending June 30, 2019.

*BASE

Modified total direct costs, consisting of all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel and up to the first \$25,000 of each subaward (regardless of the period of performance of the subawards under the award). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward in excess of \$25,000. Other items may only be excluded when necessary to avoid a serious inequity in the distribution of indirect costs, and with the approval of the cognizant agency for indirect costs.

ORGANIZATION: Indiana University

AGREEMENT DATE: 6/15/2015

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are specifically identified to each employee and are charged individually as direct costs. The directly claimed fringe benefits are listed below.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

OFF-CAMPUS DEFINITION: For all activities performed in facilities not owned by the institution and to which rent is directly allocated to the project(s), the off-campus rate will apply. Actual costs will be apportioned between on-campus and off-campus components. Each portion will bear the appropriate rate.

Equipment Definition: Equipment means an article of nonexpendable, tangible personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

FRINGE BENEFITS:

FICA	Retirement
Life Insurance	Tuition Remission
TIAA/CREF	Worker's Compensation
Health Insurance	Unemployment Insurance
Long Term Disability	Fringe Benefit Administration
Employee Fee Courtesy (Faculty & Staff Fee Discount)	

The next proposal based on actual costs for the fiscal year ending 06/30/2018 is due in our office by 12/31/2018.

ORGANIZATION: Indiana University

AGREEMENT DATE: 6/15/2015

SECTION III: GENERAL

A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

Indiana University

(INSTITUTION)

(SIGNATURE)

(NAME)

(TITLE)

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

Arif M. Karim -S

Digitally signed by Arif M. Karim -S
(CN: Arif M. Karim -S, OU: HHS, O: HHS, C: US)
DN: cn=Arif M. Karim -S, ou=HHS, o=HHS, c=US

(SIGNATURE)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

6/15/2015

(DATE) 5044

HHS REPRESENTATIVE: Ernest Kinnocer

Telephone: (214) 767-3261

COMPONENTS OF PUBLISHED FACILITIES AND ADMINISTRATIVE RATES

INSTITUTION: **Indiana University - 5044**

PERIOD COVERED BY RATE **JULY 1, 2015 through JUNE 30, 2019**

APPLICABLE TO: **ORGANIZED RESEARCH**

RATE COMPONENT:	FY 16-17	FY 18-19	<u>OFF CAMPUS</u>
	<u>ON CAMPUS</u>	<u>ON CAMPUS</u>	
Building Depreciation	5.1	5.4	
Equipment Depreciation	3.7	3.9	
Interest	2.0	2.1	
Operation & Maintenance	17.5	18.3	
Library	1.7	1.8	
Administration	26.0	26.0	26.0
TOTAL	56.0	57.5	26.0

* Reflects provisions of Appendix III to Part 200 of Uniform Guidance—Indirect (F&A) Costs Identification and Assignment, and Rate Determination for Institutions of Higher Education (IHEs), C.8. dated December 26, 2013.

CONCURRENCE:

Indiana University - 5044
(Institution)


(Signature)

Mary Frances McCart
(Name)

SVP, CFO & Treasurer
(Title)

6.23.15
(Date)